

1977

An analysis of the objectives of SWOSSA administrators for SWOSSA interschool sports programs.

Wendy Mae. Price
University of Windsor

Follow this and additional works at: <http://scholar.uwindsor.ca/etd>

Recommended Citation

Price, Wendy Mae, "An analysis of the objectives of SWOSSA administrators for SWOSSA interschool sports programs." (1977). *Electronic Theses and Dissertations*. Paper 968.

This online database contains the full-text of PhD dissertations and Masters' theses of University of Windsor students from 1954 forward. These documents are made available for personal study and research purposes only, in accordance with the Canadian Copyright Act and the Creative Commons license—CC BY-NC-ND (Attribution, Non-Commercial, No Derivative Works). Under this license, works must always be attributed to the copyright holder (original author), cannot be used for any commercial purposes, and may not be altered. Any other use would require the permission of the copyright holder. Students may inquire about withdrawing their dissertation and/or thesis from this database. For additional inquiries, please contact the repository administrator via email (scholarship@uwindsor.ca) or by telephone at 519-253-3000ext. 3208.



National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QU'ELLE
NOUS L'AVONS REÇUE

AN ANALYSIS OF
THE OBJECTIVES OF SWOSSA ADMINISTRATORS
FOR SWOSSA INTERSCHOOL SPORTS PROGRAMS

by

Wendy Mae Price

A Thesis
submitted to the Faculty of Graduate Studies
through the Faculty of
Human Kinetics in Partial Fulfillment
of the requirements for the Degree
of Master of Human Kinetics at
The University of Windsor

Windsor, Ontario, Canada

1977

©

Wendy Mae Price
All Rights Reserved

1977

555113

ABSTRACT

AN ANALYSIS OF
THE OBJECTIVES OF SWOSSA ADMINISTRATORS
FOR SWOSSA INTERSCHOOL SPORTS PROGRAMS

by
Wendy Mae Price

The purpose of this study was three-fold. The main problem was to determine if the formal objectives established to guide interschool sports programs in Ontario secondary schools correspond to the working objectives of the South Western Ontario Secondary Schools Association (SWOSSA) administrators. This problem was formulated in order to test the question posed by the practitioner:

Are the original objectives as set out by the Ministry of Education in 1960 outdated in light of present day practises in SWOSSA?

From a review of Management by Objectives (MBO) and related research, it appears that organizational objectives will more likely be achieved when group members participate in goal setting, when priorities are established for multiple objectives and when the operational and/or behavioral dimensions of objectives are identified. Therefore, one sub problem of this study was to determine the relative importance of the working objectives, if working objectives were identified as being alternatives to the formal objectives from the analysis of the main

problem. A second sub problem was to identify the operational and/or behavioral dimensions of objectives from the verbal and written responses of the administrators.

Two survey techniques, the focused interview and an analysis of policies, were utilized to detect working objectives. The resulting alternative and formal objectives were then contained in a modified delphi questionnaire which was distributed to the population of SWOSSA administrators. Respondents were requested to participate in goal setting by ranking the various statements on a five point scale of importance from 'Most Important' to 'Least Important'. During the interview and questionnaire phases of the survey, administrators were provided with the opportunity to expand on the meanings of their working objectives by describing operational and/or behavioral dimensions.

The working objectives of SWOSSA administrators did not correspond to the formal objectives established by OFSAA (the Ontario Federation of School Athletic Associations) in conjunction with the Ministry of Education. This finding supports the contention of Charles Perrow that the analysis of organizational objectives may occur on two levels; one level being the formal objectives devised by management while the second level is the objectives being pursued by organizational members.

The following alternative objectives were ranked as being most important to the implementation of interschool

sports programs:

1. To provide a challenge for the exceptionally skilled student athlete.
2. To provide competition between athletes of similar abilities.
3. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.
4. To encourage standards of excellence.
5. To promote fair play.
6. To encourage good sportsmanship.
7. To encourage fun and enjoyment.

✓ In addition, SWOSSA administrators described these working objectives in terms of: the area of activity in which the accomplishment is to occur, a level of quantity or quality and the means of attaining each objective (the operational dimension) as well as the behavioral outcomes that student athletes should demonstrate, the important conditions under which the behavior is expected to occur, and the level of acceptable performance that the learner must perform (the behavioral dimension).

The results of this study pose a number of practical implications in addition to offering suggestions for future research in a goal oriented approach to sport and physical education administration.

DEDICATION

To Mike, in gratitude.

ACKNOWLEDGEMENTS

My deep appreciation is extended to Dr. Megid Ragab and Dr. Ray Hermistion, the members of my committee, for their advise and guidance. A special thanks to my committee chairman, Dr. Gordon Olafson, for his assistance and encouragement throughout the completion of the Master's thesis.

I would like to acknowledge the following for their contribution to my Master's degree: Dr. Jack Leavitt for his thought provoking influence, Dr. Richard Moriarty for a number of practical administrative experiences, Dr. Alan Metcalfe for recognizing the importance of investigating the past, and to my fellow graduate students who made it so much fun.

Finally, I would like to thank Mike Frisby for his support, dedication, and invaluable contribution to the preparation of this thesis.

TABLES OF CONTENTS

ABSTRACT	ii
DEDICATION	v
ACKNOWLEDGEMENTS	vi
LIST OF TABLES	ix
LIST OF ILLUSTRATIONS	x
LIST OF APPENDICES	xi

CHAPTER

I. REVIEW OF THE LITERATURE	1
Introduction	1
The Nature of Administration	2
Organizational Objectives	5
The Discrepancy Between Formal and Working Objectives	8
The Study of Objectives in Physical Education	13
Organizational Processes	15
MBO: Research and Related Studies	21
Operational and Behavioral Objectives	30
Summary	37
II. THE PROBLEM AND ITS BACKGROUND	46
Educational Objectives in the Province of Ontario	46
Brief Historical Background of OFSAA	52
Statement of the Problem	65
Definition of Terms	65
Justification of the Study	68
Hypotheses	70
Limitations of the Study	72
III. METHODOLOGY	77
Description of Population and Sample	80
Survey Instruments	84

Collection of the Data	91
Treatment of the Data	93
Statistical Analysis	97
 IV. RESULTS: ANALYSIS AND INTERPRETATION	103
Analysis of Working Objectives	103
Priorities of the Objectives	125
Analysis of Behavioral and Operational Definitions	143
 V. CONCLUSIONS, DISCUSSION, RECOMMENDATIONS	185
BIBLIOGRAPHY	198
APPENDICES	208
VITA AUCTORIS	221

LIST OF TABLES

TABLE

1.	Interview Sample of SWOSSA Administrators	104
2.	Frequency of Working Objectives from Interview Response	106
3.	Chi Square Statistical Analysis of Interview Data	110
4.	Frequency of Working Objectives as Deduced from Policy Documents	113
5.	Chi Square Statistical Analysis of Policy Data	119
6.	SWOSSA Treasurer's Report	124
7.	Total Number of Administrators in the Questionnaire Sample	126
8.	Kolmogorov-Smirnov Statistical Test	127
9.	Frequency Histograms of the Relative Importance of the Formal and Alternative Objectives	131
10.	Ranking of Importance of (a) Frequency in Percent in Descending Order for the 'Most' Important Category and (b) Accumulation of Frequency in Percent of 'Most' and 'High' Categories	136
11.	Decisions Regarding Null Hypotheses	140
12.	The Verbatim Responses of SWOSSA Administrators Regarding Operational and Behavioral Objectives	150

LIST OF ILLUSTRATIONS

FIGURE

1.	The Action Plan by Tosi, Rizzo and Carroll	17
2.	A Framework for the Administration of Interschool Sports Programs	39
3.	A Diagrammatic Representation of the Emphasis Placed on Educational Programs in Ontario Secondary Schools	52
4.	The Organizational Structure of OFSAA	60
5.	The Federated Associations of OFSAA	64
6.	The Categorization of Working Objectives	67
7.	The Organizational Structure of SWOSSA	83
8.	Methodology Flow Diagram	100

LIST OF APPENDICES

APPENDIX

A.	Code for Players and Coaches	208
B.	Desirable Practices in Developing an Interschool Athletic Programme	209
C.	Letter of Purpose	210
D.	Questionnaire	211
E.	Appointment Schedule	213
E ₁ .	Interview Data Code Sheets	214
E ₂ .	Transcription of Interview Data on Code Sheets to File Cards for each Objective	215
E ₃ .	Master Card: Frequency of Objectives from Interview Data	216
F.	Transcription of Policy Data onto File Cards	217
F ₁ .	Master Card: Frequency of Policy Statements Regarding Working Objectives	218
G.	SPSS Computer Program	219

CHAPTER I

REVIEW OF THE LITERATURE

Introduction

A concern has been expressed by Ontario educators and government officials regarding the role of interschool sports in an educational system. What are the desired outcomes of participating in competitive physical activities, to what extent are these outcomes being accomplished, and does such participation contribute to the general objectives of education?^{1,2,3}

Queries such as these are important to the practising administrator who is responsible for the implementation of interschool programs and to the administrative theorist, who through research and investigation, ultimately attempts to answer the questions of the practitioner as well as adding to the body of knowledge regarding human organizational behavior.

Administrative theory is a viable mechanism to probe questions regarding the role of sport as a multitude of variables related to desired outcomes, the means of attaining desired outcomes, and the assessment of success in reaching organizational objectives is considered. A review of existing theories can provide a framework for the systematic probing of a practical

question. Theory can be viewed as the logical and controlled extension of practice when the problems for research emerge from observations of reality.⁴ The testing of relationships between variables provides the practitioner with an ordered body of knowledge; the ultimate aim being the predictability of human behaviors in an organizational setting.⁵ Theory then, does not assume meaning until it is applied in a practical situation.

The purpose of this thesis is to apply existing theoretical contentions to the solution of a question posed by the administrators of interschool sports programs in the province of Ontario. The application of past research may provide the foundations for future research thus contributing to the body of knowledge regarding administration; as well as providing input to an organization to facilitate the implementation of an interschool sports program for secondary school student athletes. Thus, the approach of this thesis will be to combine theory and practice because:

Practical field studies designed only for the ultimate solution of practical problems will always be desirable. If they exclude theoretical scientific problems, however, they defeat the purpose of scientific research.⁶

The Nature of Administration

Administration, as an academic discipline, is striving for respectability within physical education.

Even though organization and administration has a long history in professional preparation in our field (physical education), it has not achieved the recognition that has been accorded to research in the physiology of exercise, in kinesiology, in sport psychology, or in history.⁷

According to Zeigler and Spaeth, the nature of administration as related to sport and physical education has consisted of descriptive statements and personal success stories.⁸

After a comprehensive review of studies dealing with the administration of physical education, these authors concluded that only recently has the emphasis shifted toward organizational behavior including such concepts as leadership, morale, and the analysis of organizational purposes and conflicts.⁹

The development of a theory of administration can be hampered by investigating specific situations rather than attempting to identify the regularities of human behavior that are common to all organizations. A scattered and segmented approach to administration may not aid in the advancement of administration as an academic discipline because general trends or relationships underlying human organizations are overlooked. Indeed, administration has been viewed from different approaches through time; the traditional work-oriented, human relations, behavioral science, management analysis and systems analysis approaches. Within these and other perspectives, a multitude of definitions, classifications, concepts and variables have emerged through the study of various disciplines

including business administration, sociology, political science, educational administration and physical education.

We seem to be saying that there is business administration, and hospital administration, and public administration; that there is military administration, hotel administration and school administration. But there is no administration.¹⁰

However, a common thread is evident throughout the many discussions of a theory of administration. All organizations come into existence in order to fulfill needs and to achieve desired ends.¹¹ In mutual benefit organizations where the prime beneficiary is the membership, business organizations in which the owner benefits, service organizations for a client group or commonweal organizations where the prime beneficiary is the public at large,¹² the major focus of work efforts is directed toward end states or conditions. Objectives are fundamental to administration and although numerous components are associated with the field, another common element of all organizations is the processes necessary to achieve desired objectives.^{13,14} The basis of a general definition of administration must contain two essential elements; objectives and the processes necessary to achieve these objectives. Therefore, a definition posed by the American Associations of School Administrators will serve the purposes of this study:

Administration is the total of processes and methods through which appropriate human and material resources are made available and effective for accomplishing the purposes of an enterprise.¹⁵

Organization Objectives

Based upon a review of literature regarding organizational objectives, the terms purpose, objective, and goal appear to be used interchangeably. Therefore, throughout this text, any reference to the literature will require the synonomous use of these words. However, a useful distinction based on the specificity of the various end states has been put forth by B. Gross.¹⁶

Purpose is an all inclusive term referring to any commitments to desired future situations that an organization may have while objectives are more specific categories of a general purpose. The translation of general purposes into complimentary objectives can be based on the various structural and functional subunits within a global complex. For example, Gross describes the various categories into which general purposes can be applied in a business organization as:

1. The satisfaction of various interests
2. Outputs of services or goods
3. Efficiency and profitability
4. Investment in organization viability
5. Mobilization of resources
6. Observance of Codes
7. Technical or administrative rationality¹⁷

In an educational institution, general purposes can be the guidelines for the development of objectives of various departments or courses. Each of these subunits may have further categories for which objectives can be written; as in physical education which is composed of intramurals, interscholastics and instructional programs.

The assumption of effective administration is that the category or subunit objectives must be linked to more general purposes of the organization.^{18,19}

A goal is a further specification of an objective and requires the addition of one or more measurable dimensions of quality or quantity.²⁰ Goals are usually short range in nature and provide the criteria to evaluate the degree to which objectives are attained. In terms of this distinction between purpose, objective and goal, the major focus will be on an intermediate level of generality or organizational objectives; a necessary step before more specific goals can be formulated. Objectives will refer to:

The results expected thus indicating the end points of what is to be done, where the primary emphasis is to be placed and what is to be accomplished by the network of policies, strategies, procedures, rules, budgets and programs.²¹

Objectives are expressed needs to be fulfilled through a series of actions and thus represent the desired objects, qualities or conditions which an organization strives to achieve.²² Objectives not only incorporate the needs, value systems and beliefs of individuals and groups within an organization but may also be contingent on outside or societal forces. For example, the institution of education provides a service to the youth of society and is a system through which societal and cultural values are perpetuated.²³ In order for educational organizations to survive and to be

continually supported by society, there must be a minimum level of shared values among the internal organization (the school) and the external organization (society).²⁴ Kast and Rosenzweig illustrate the impact of external societal values on sport:

In our society we place a high value on winning in competitive sport but we also have social norms which prescribe how a winner or loser should behave.²⁵

One function of stated objectives is to legitimize the reasons for the existence of an organization to external groups. This serves to identify the organization and link it to groups upon which its existence depends.²⁶

A statement of objectives is also a guideline for the effective and efficient administration of the internal organization as management and group members become oriented toward a future state of affairs which the organization is striving to realize.²⁷ The technologies, human, financial and material resources required to achieve objectives can be determined once goals and objectives are established.²⁸ Objectives provide the rationale for components of organizational structure such as the degree of specialization of efforts, authority patterns, communication and decision networks.²⁹

Once resources and efforts have been coordinated toward the achievement of objectives, internal and external organizational members can assess the effectiveness and efficiency of group efforts using objectives and more specific goals as standards for measurement.³⁰

Stated objectives, once they are communicated, function to coordinate the work efforts of a group and are fundamental to the study of administration.

The Discrepancy Between Formal and Working Objectives

Perrow notes that often times it is merely assumed that established objectives are the end states that group members are pursuing.³¹ He contends that objectives can be analysed on two levels, one being the formally stated objectives that are devised by management, the other being the working objectives towards which group members are striving. If stated objectives are to be effectively and efficiently functional, statements of desired objects, qualities or conditions must correspond to goal directed behaviors.

In order to ascertain whether formally stated objectives correspond to the conditions actually being sought, Perrow suggests that objectives embedded in the operating policies and daily decisions of personnel provide insights into organizational behavior.³² Further indicators of working objectives may be revealed through the analysis of human and financial resource allocation.³³

One source for a discrepancy between formal and working objectives is when formal statements are written only as idealized objectives to justify the existence of an organization. Etzioni equates the idealized objective with many statements of public goals

9
and notes that they are not necessarily the objectives being pursued by group members.

Public goals fail to be realized not because of poor planning, unanticipated consequences or a hostile environment. They are not meant to be realized.³⁴

A further source of discrepant objectives occurs when the objectives of individuals or groups are not linked to the future conditions which are desired by the organization. If individual objectives are not interconnected and mutually supportive, people will often pursue objectives that seem good for their own functions but may be detrimental to the company.³⁵ Internal organizational members may be unaware of formal objectives or may be cognizant of these directives but have either misinterpreted or not accepted them and therefore have channelled their efforts towards alternative objectives. The initial step to ensure organizational effectiveness and efficiency is that personal objectives must be related to and supportive of the formal objectives of the organization.

Individual motive is necessarily an internal, personal subjective thing; common purpose is necessarily an external, impersonal objective thing even though the individual interpretation of it is subjective. The one exception to this general rule is that the accomplishment of an organizational purpose becomes itself a source of personal satisfaction.³⁶

From recent studies in administrative theory, it would appear that one possible technique to encourage the integration of personal and organizational objectives is to allow group members to participate in setting goals, planning, and decision making which underlie the

accomplishment of organizational objectives.^{37,38,39} Participation in decision making and planning encourages the integration of organizational and individual objectives and therefore acts as a tool for eliciting motivation and teamwork from members of the organization.⁴⁰

Organizational members may be aware of formal objectives but due to the general nature of the statements, are not able to determine the appropriate paths to follow in order to achieve formal objectives.⁴¹ To control this source of discrepancy between formal and working objectives, attempts have been made to state more specific objectives from general purposes which serve to clarify goal paths for group members.

Krathwohl contends that objectives may be stated in different levels of generality.⁴² Broad and general objectives usually refer to long range conditions that are intended to cover the broad spectrum of events for an organization. More concrete statements can be formulated at the intermediate level of generality to communicate the desired outcomes to the administrator to enable him to focus his or her work efforts. Intermediate level objectives can provide the orientation to the subunits of an organization and time limits are usually applied to signify when the objectives should be achieved. In a school curriculum, the subunits could be the Mathematics, English and Physical Education Departments, with the objectives of these subunits being further specifications

of the general purposes of education. The third level of abstraction is written in detail so that the sections within the subunits, for example, specific units of instruction on lessons plans, are guided by goals which contribute to the achievement of the more general objective levels:

The statement of general objectives is the first phase in establishing objectives; they accommodate diverse subgoals and allow for the adaptation of intermediate and specific objectives.^{43,44} However, a statement at this level of generality without the addition of specific details may lead to misunderstanding and misinterpretation by individuals responsible for achieving desired outcomes.

Statements of general objectives may be:

...unclear and often ambiguous, may be too broad or too narrow for practical application, probably lacks useful criteria by which achievement may be measured, and will be valid for too brief a period of time to provide a basis for planning and management.⁴⁶

Warner and Haven label general objectives as being intangible, the disadvantages of such statements of desired-ends being that:

1. Misunderstanding and unfulfilled expectations can result.
2. Frustration, anxiety and role conflict result from ambiguous and contradictory directives.
3. It is difficult to have 'success experiences' especially those which bear recognizable resemblance to avowed goals.
4. Assuming effectiveness prevents adequate evaluation.⁴⁵

If general objectives do not communicate the

outcomes that an administrator should be striving for, the individual may resort to pursuing objectives that do not correspond to the desired state of affairs.

When the original objectives are not achieved but are supplanted by alternative ones, the shift in objectives is labelled goal diversion.⁴⁷ The integration of individual and organization objectives along with clearly written statements of objectives in sufficient detail to guide the work efforts of group members can offset undesirable goal diversion.^{48,49}

A further source of a discrepancy between formal and working objectives occurs when the ends being pursued shift according to the stage of development of an organization and the formal objectives are not revised accordingly. Webber explains that the needs of an organization depends upon growth patterns; in the founding stage needs for survival are prevalent, the growth stage reflects needs for change and expansion, and during the maturity stage, objectives regarding the maintenance of the system emerge.⁵⁰

When desired goals have already been achieved through administrative processes, new objectives should be formulated for future action. The change in objectives, due to the accomplishment of original objectives, is termed goal succession.⁵¹ To align formal and working objectives, updating and constant revision of formal statements is an indispensable administrative strategy.

Goal Displacement refers to a means-ends inversion in which stated goals are neglected in favor of goals associated with the building or maintaining of the organization.⁵² For example, if an objective of a community sport organization is to provide the opportunity for members in the community to improve their fitness, but the efforts of the administrators are directed toward raising money to purchase equipment, and maintain building facilities, goal displacement in favor of the processes or means of attaining objectives may occur.

Management can employ a number of alternatives to balance working and formal objectives when unwanted goal change is detected. Stated goals may be rewritten to correspond to the behavior of organizational members, management may attempt to change working goals of its members to more closely simulate the desires of the organization or when both stated objectives and working objectives prove to be undesirable, an entire revision of objectives may be in order.

The Study of Objectives in Physical Education

According to Spaeth, the analysis of objectives in the field of physical education has historically been limited to statements of administrative principles.⁵³ Essentially, principles are statements of general objectives without the addition of measurable behavioral

outcomes. Principles of administration have been written by various educators to justify the inclusion of physical education in the school system yet there is little evidence regarding the degree to which these objectives are actually achieved. Educators may assume that because students are involved in such programs that positive values will automatically result. Thus, the analysis of physical education objectives has been limited to the level of formally stated principles. A notable exception to this approach is the work by Moriarty and Duthie in the Sports Institute for Research; Change Agent Research (SIR/CAR) regarding a number of sport and athletic organizations. These studies have utilized a macro approach to study administration in order to uncover the goals, conflicts preventing the achievement of goals, and alternative courses of action to ensure goal attainment. The relationship of these main components are supplemented through the investigation of variables such as structure and control, significant events, individuals and groups, internal stress and external strain. The main thesis of these studies is to determine if a discrepancy exists between the avowed goals of group members and their behavior in the striving for their objectives. From a study of Windsor Little League Baseball, Moriarty and Duthie concluded that:

...avowed goals reflected an amateur sport oriented organization stressing socialization and fun as the most important objectives and excellence as the least important element. However, results established by observation techniques revealed a discrepancy

between avowed goals and actual objectives by exposing behavior associated with demands for excellence and winning, behavior normally associated with the goals of professional athletics.⁵⁴

By the use of change agent strategies, SIR/CAR project teams feedback inconsistencies between verbal objectives and actual behavior to the players, coaches, parents and administrators of the sport organization so that group members will initiate change if so desired. The findings of Moriarty et al regarding objectives in sport organizations tend to support Perrow's contention that levels other than formally stated objectives may exist.

Organizational Processes

Once organizational objectives are established, the next phase of administration is to devise the means of attaining the objectives. The relationship between objectives and the ways of reaching them is described by Gross as means-ends chains.⁵⁵ These chains form a hierarchy, where the desired ends can eventually become the means of achieving a further end. Hunter defines the means-end relationship as follows:

In the struggle for achieving some object, quality or condition, the property sought after is referred to as an end. The methods, techniques and activities employed in reaching this end are called the means...the immediate end becomes the means by which one reaches a more remote goal.⁵⁶

Through a means-end analysis, performance can be compared with criteria to determine if events have occurred which are presumed to lead to a desired outcome. Tosi and

Carroll have diagrammatically displayed the advantages of a means-end analysis. (see Figure 1).⁵⁷

A number of the administrative processes which are the means or actions of actualizing objectives are discussed in the literature. Although many administrative processes have been identified and may be highly inter-related, planning, policy formulation, decision making, communication, conflict resolution, motivation, leadership, control and organizational structure are directly related to the achievement of objectives.

The responsibility of coordinating the organizational processes in an effective manner is often delegated to management. Management is viewed as the functional phase of administration whereby the actions of others are guided and directed toward the attainment of desired ends. Thus management is defined as:

The creation and maintenance of an internal environment in an enterprise where individuals, working together in groups, can perform effectively and efficiently toward the attainment of group goals.⁵⁸

Planning includes all the activities which lead to the definition of goals plus the determination of appropriate means to achieve these goals.⁵⁹ The planning process is usually initiated by management and begins with the identification of the objectives which the organization seeks to accomplish.⁶⁰ Donnelly, Gibson and Ivancevich report that planning encompasses a wide range of activities including the forecasting of short, inter-

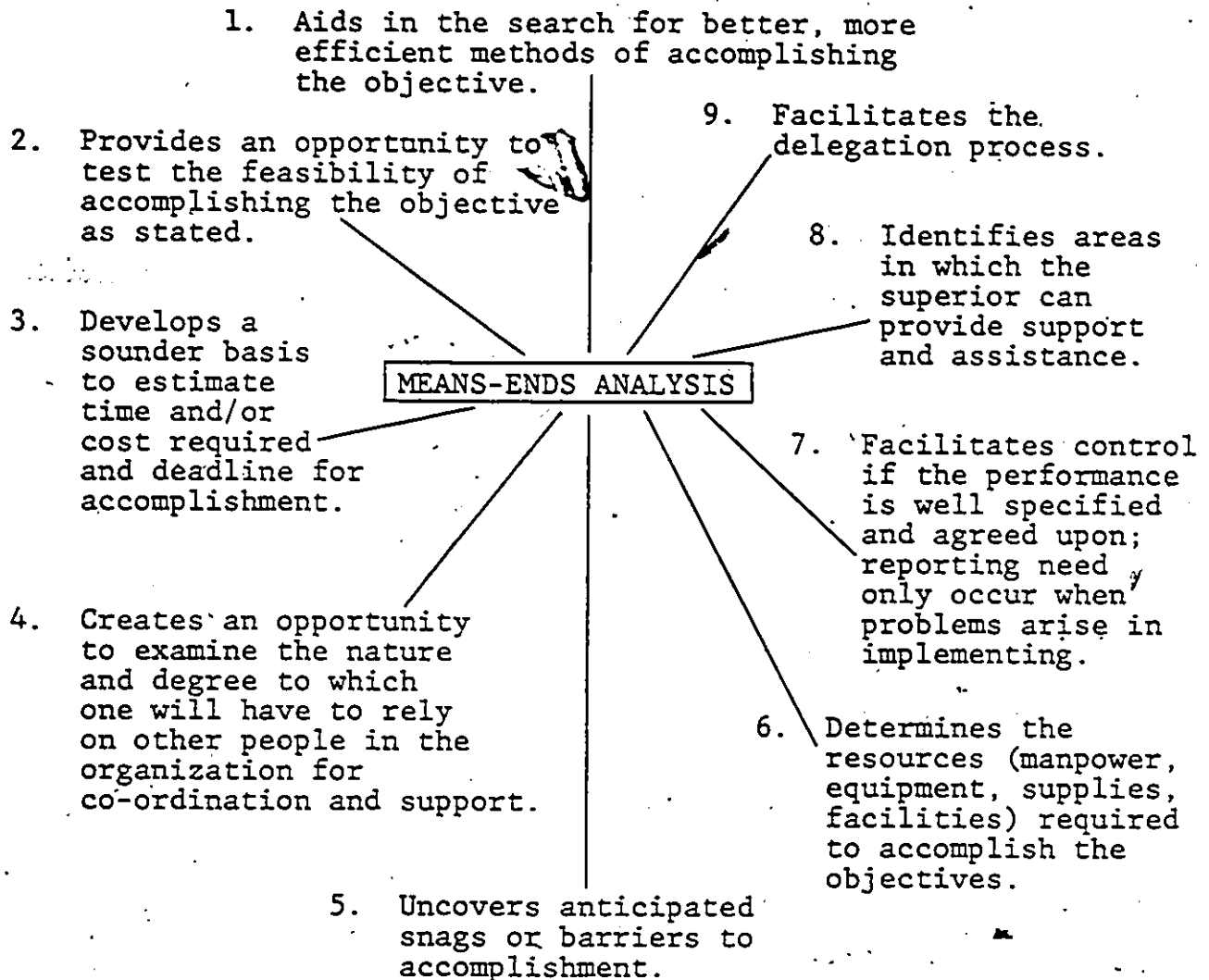


FIGURE 1

The Action Plan (by Tosi, Rizzo and Carroll⁵⁷) incorporates the analysis of means and ends, the benefits of which are identified in the diagram.

mediate and long term needs, budgeting and allocating resources and policy making.⁶¹ Planning with objectives gives a focus to work efforts of the group. The means by which plans are implemented is by the establishment of policies.

Policy refers to the formal strategies and decision rules by which objectives are to be reached, the guides through which members of a social system are directed toward those objectives.⁶²

Statements of policy, which are often located in organizational constitutions and reports from meetings, generally dictate the rules and guidelines that group members are expected to follow.

Planning and policy making necessitates decision making by organizational members. The consideration of goals serves as criteria for choosing between alternative courses of action open to the organization.⁶³ Decisions must be made in light of multiple resource constraints. According to Herbert Simon, a noted administrative theorist; decisions are often made to satisfy a set of optimal conditions as opposed to the maximization of outcomes.⁶⁴ The establishment of priorities for multiple objectives can provide clear directions to decision makers as the relative importance of each objective is stipulated.⁶⁵ Goal priorities, in terms of resource constraints reflect the importance of goals regardless of time although in certain situations, one goal may be perceived as being more important than another goal. Deciding on priorities

involves the ranking of objectives according to the importance which is based on knowing 'how much of one value is worth sacrificing for another value'.⁶⁶

Once policy decisions have been reached by management or the administrative subunits in the organization, communication networks ensure the transmission of the decisions to organizational members. As objectives are determined, rules governing their achievement can be established and decisions can be made as to how resultant ideas are to be implemented. Once this information is transmitted, group members will be more aware of what is expected of them by being exposed to the appropriate goal paths to follow.

The communication of organizational objectives may also serve as a conflict resolution technique as disagreements and misunderstanding can be decreased when the flow of communication incorporates the expressions of needs, desires and new ideas regarding the accomplishment of goals.⁶⁷ When organizational members have different and even conflicting goals, communication and compromise between the different levels of the organization may resolve conflict. The priorities of objectives should be expressed to subunits because when maximizing in one area of concern leads to sacrifice in another area, conflict may result.⁶⁸

Objectives can be established by top levels of management, by lower levels of management, or by

collaboration between both groups. According to Kast and Rosenzweig, a decentralized "bottoms up" approach encourages participation thereby eliciting motivation from lower management levels while the centralized "tops down" leadership approach provides clear guidelines for the group to follow.⁶⁹ The approach to be employed depends on the type of organization and poses implications for organizational structure. Subunits and committees are formed in relation to the contribution directed toward general objectives.

The division of labor and functional specialization within an organization is based on a means-end chain.⁷⁰

Competition may exist between subunits for resources and the means required to attain mutually desired goals. Various power centers within an organization are responsible for the coordination of the subunits to ensure effectiveness and efficiency.

Objectives form a hierarchy which corresponds roughly with the structure of the organization. Objectives range from broad, general basic objectives involving relatively long time spans and company wide activities to the specific day to day accomplishments having relatively short time spans and involving smaller segments of the company.⁷¹

This discussion of the processes involved in the function of management is not intended to be all-inclusive and is, in fact, an oversimplification of the complexities of organizational behavior. Also, a number of processes, which are described by Hughes as maintenance processes, are not directly related to specified objectives but are necessary to maintain an organizational

system.⁷² The upkeep of facilities and equipment, the maintenance of social relations, and employee salaries are examples of maintenance processes. Yet, the analysis of processes in relation to objectives provides a clear and comprehensive view of administration and also offers a workable framework for research into the operations of any organization. Objectives can be deduced from processes which are the actions necessary to ensure that objectives will be actualized.

Recent trends in administration have incorporated an emphasis on organizational objectives and related processes. The assumption that efforts should be coordinated toward the achievement of objectives, is reflected in the emergence of managerial concepts such as Working, Planning and Review (WPR), Management by Objectives (MBO) and Management by Results (MBR). The emphasis of these techniques is on the methods in which members of complex organizations, working in conjunction with one another, identify common goals and coordinate their efforts toward achieving them.^{73,74} Research evidence is beginning to accumulate regarding the relationship between variables of participative management approaches which tend to support the view of administration as a goal oriented system.

MBO: Research and Related Studies

Peter Drucker, who is credited as the first theorist to utilize the term Management by Objectives (MBO)

in Practise of Management (1954), emphasizes the balancing of objectives and the integration of activities between organizational superiors and subordinates. MBO is a participative approach to management as subordinates partake in decision making and goal setting with top echelons of the organizational structure. Through active participation, the individual is made more aware of the operations of the organization and thus possesses the information enabling him or her to compare actual performance with set goals.⁷⁵ MBO can be viewed as a performance appraisal technique where performance is evaluated in terms of short term goals.⁷⁶ The key elements of the MBO process are establishing goals, identifying courses of action necessary to achieve them, and evaluating the degree of goal attainment.

Research has been conducted by a number of investigators to examine the major premise of MBO and related concepts that:

The more members of an organization are united and guided by a common, well defined and stable goal, the more likely it is that the organization will be effective and the members satisfied.⁷⁷

The research findings of Raia; Meyer, Kay and French; Invancevich, Donnelly and Lyons; Tosi, Rizzo and Carroll; have explored the effectiveness of MBO as a management technique.

Raia (1965) appraised the relationship between participative goal setting and self control on the performance of employees of the Purex Corporation.

Historical analysis, interview and questionnaire survey techniques were employed to test employee reactions to a Goals and Controls Systems approach:

Goals and Controls is a management system designed to encourage active participation of the individual in the establishment of tangible work goals and exercising some degree of self control over his activities.⁷⁸

From his investigation, Raia concluded that the Goals and Controls System integrates personal goals to enterprise purpose as well as distributing decision making authority to the proper level in the organization. In a second appraisal of the Purex Corporation conducted by Raia in 1966 a number of conclusions were drawn as to the advantages and disadvantages of a Goals and Controls System. The benefits encompassed:

1. An increase in the overall level of the goals
2. The degree of goal attainment improved
3. Individual plant performance in terms of productivity improved
4. An increase in the awareness of company goals
5. The overall attitudes of the participants improved
6. The motivation of participants improved
7. Communication and mutual understanding improved
8. Periodic performance reviews facilitated the identification and removal of obstacles.⁷⁹

The disadvantages of the system were identified as the difficulty in establishing measurable goals, some lack of participation by lower organizational levels, an increased amount of paperwork, and a lack of adequate incentives to improve performance.⁸⁰

In 1965, Meyer, Kay and French conducted an initial survey and a subsequent follow up study on the

performance appraisal systems for the General Electric Company. The traditional appraisal system, in which management establishes goals for subordinates and then reviews performance improvements, was compared to the Work, Planning and Review (WPR) programs, a technique, in which subordinates set goals for improved job performance and then submit the goals to management for periodic review and appraisal.⁸¹ In general, Meyer, Kay and French concluded that subjects who participated in goal setting reacted more favourably toward appraisal, achieved a greater percentage of improvement goals, had a better understanding with management, accepted a greater portion of job goals, and exhibited greater self realization on the job as compared to the low participation group.⁸² The effect of explicitly setting performance goals or not setting goals at all was found to be related to performance. Approximately sixty-five per cent of goals were accomplished when performance was translated into specific goals. However, when performance items were not stated in terms of goals, the accomplishment rate was only twenty-seven per cent. The investigators concluded that specific goals ensure that attention will be directed toward the specified job performance.⁸³

Carroll and Tosi, in 1968, employed interview and questionnaire techniques to survey forty-eight managers of a large manufacturing firm about the benefits and problems of implementing a MBO program.

Respondents identified the main advantages of the system as knowing what is expected by the boss, more planning resulted and increased interaction between bosses and subordinates was evident.⁸⁴ Forced compliance to formal procedures (43 per cent); and the failure to fully utilize stated objectives (20.8 per cent) were seen as major problems in the MBO program, but several managers (37.5 per cent) felt that there were no problems with the system.⁸⁵ Additional variables included in the analysis were the clarity of stated goals and the level of difficulty associated with the accomplishment of goals. Subordinates were more positive towards MBO when the clarity, importance and relevance of goals increased and when goal priorities were established. The more difficult goals were associated with more positive feelings toward the program.⁸⁶

A more recent research study was conducted by Ivancevich, Donnelly and Lyon to determine the impact of MBO on perceived need satisfaction.⁸⁷ Two medium sized industrial organizations were under investigation; in one, the MBO program was implemented by the personnel department while in the other, the top management of the company was responsible for the implementation of the program. Before and after the programs were initiated, management of both firms were requested to complete the Porter Job Satisfaction Instrument which is based on Maslow's need hierarchy. The conclusions drawn from this study were that employee need satisfaction increased more

when top management initiated the program as opposed to a personnel department, thus indicating that more attention is required as to the method of implementing a MBO program.⁸⁸

A number of other studies, although not specifically dealing with MBO, have examined the relationship between performance and a number of variables such as the degree of goal difficulty, goal clarity and participation by group members in the goal setting process. Stedry and Kay exposed subjects to "normal" and "difficult" goals and the investigators were able to confirm their test hypothesis that:

1. in a measurable performance area, a goal representing an improvement in performance, if it is perceived as having a "sufficiently high" probability of attainment will improve performance relative to a goal which represents little or no change from previous levels. If the probability of attainment is not "sufficiently high" performance will diminish relative to goals which represents little change from previous levels.⁸⁹

The motivation to achieve a goal was found to be related to goal difficulty. Locke and Bryan performed a series of experiments regarding motivation of individuals and productivity which tend to support the contentions of Stedry and Kay. Individuals given specific difficult goals performed to higher levels than individuals who are merely told to do their best. The authors concluded that specific hard goals are a more effective method of motivating individuals to perform.⁹⁰

Carroll and Tosi investigated the level of

goal difficulty, establishing priorities of goals and the degree of goal clarity; variables which are important to the process of setting goals as organizational guidelines.⁹¹ One hundred and fifty managers in a medium sized national manufacturing firm responded to a fifty item questionnaire. From the response, the researchers contend that managers who are inexperienced and low in self esteem will decrease work efforts when presented with difficult goals but, conversely, the performance of experienced highly self assured managers, who associated performance with reward systems, will increase when exposed to difficult goals.⁹² Therefore, Carroll and Tosi suggest that personality factors should be considered before the difficulty level of goals is established. In this study, goal clarity was found to be correlated with improved relationships and satisfaction while the setting of priorities was related to a more positive feeling about the program as well as improved relations with fellow workers.⁹³

The effects of group decision making and employee participation in such processes were studied by Lawrence and Smith in 1955. One thousand office and factory workers were divided into groups that engaged in group discussion and groups that also set their own group production goals. Production increased for both discussion and goal setting groups but the increase was significantly greater for the latter group.⁹⁴

Bryan and Locke selected two motivation groups according to the results on ability and attitudes toward an addition task.⁹⁵ One group, identified as the low motivation group, was presented with specific goals to reach and the high motivation group was told "to do their best" on a selected task. At the end of the testing period, the two groups performed similarly and exhibited favorable attitudes toward the task. According to the conclusions of Bryan and Locke, specific goals can be utilized to motivate individuals who are not initially motivated to perform.⁹⁶

The studies regarding the effects of encouraging participation in managerial planning processes at various levels of management tend to support the contention that:

...participation promotes an understanding of the activity. It develops an interest in the organization and improves morale....A feeling of worthwhileness and belongingness tend to develop from participation in the making of decisions underlying the accomplishment of organizational objectives. It tends to integrate the interests and abilities of individuals with the organizational purposes.⁹⁷

Once an organization has determined which levels of management will participate in establishing objectives, consideration must be given as to how desired objectives can be written to communicate the exact intent of the decision makers and provide the criteria upon which the success of achieving objectives can be evaluated. One of the main problems in setting

objectives, according to Jamieson, is phrasing objectives with clarity and precision.⁹⁸ Raven and Rietsema tested a number of hypotheses concerning the varied clarity of group goals and paths towards these goals. Subjects exposed to clear goals and paths were more group oriented and more attracted to group members than subjects who were given comparatively unclear goals to pursue. If objectives are not clearly stated:

The members of the group may not know toward which goals they are working, nor have the proper procedures for reaching these goals.⁹⁹

Raven and Reitsema also discuss Cohen's research regarding the degree of clarity of goal paths for individuals striving to achieve designated goals. Subjects exposed to an inconsistent or ambiguous solution had greater difficulty adjusting to the situation in terms of motivation, self evaluations and work efficiency than did subjects who had a clear goal path.¹⁰⁰

Recent attempts to avoid the difficulties associated with unclear directives have emerged in the field of business administration with the development of operational definitions of objectives and in educational administration with the advent of behavioral objectives.

Essentially, both the operational and behavioral approaches to defining objectives identify the desired outcomes of coordinated effects and specify the means of attaining the objectives which also provides a basis for evaluation. The next section of this chapter will

be an expansion on the application of operational and behaviorial models to the process of setting objectives.

Operational and Behaviorial Objectives

Operational and behaviorial definition strategies involve stating general objectives to the appropriate level of specificity in the organization so that misinterpretation of desired ends can be avoided.

March and Simon define operational objectives as:

The extent to which it is possible to observe and test the achievement of organizational objectives.¹⁰¹

A general objective of a business organization, such as "to achieve a substantial profit in the upcoming fiscal year," does not communicate how the units or departments in the organization are to contribute to this objective and therefore does not indicate how the success of each unit can be measured.

A number of steps must be considered in the establishment of specific and measurable goals. According to Tosi, Rizzo and Carroll, one of the first steps is suggesting the area of activity in which accomplishment is to occur.¹⁰² In the production of a commodity, a heirarchy of activity areas may be necessary to produce a finished product from raw materials and departments are set up accordingly. Once the area of activity is identified, a level of achievement should be specified so that individuals and groups in a department are aware of what is expected of them and also have the criteria

to evaluate how close their accomplishments are to the desired conditions.¹⁰³ Time deadlines, in terms of short, intermediate and long range objectives, offer further guidelines to the actions of group members. The final step in writing clear operational objectives is to identify the means or processes through which goals can be actualized.¹⁰⁴

The specification of achievement levels in business organizations is often attached to indices of profitability and productivity. However, B. Gross warns that overemphasis on quantifiable goals may result in the neglect of equally important or even more important qualitative factors such as the grade of a product or the attitudes, values and need satisfaction of employees.¹⁰⁵ Assuming that a hierarchy of desired ends exists, the importance of qualitative factors cannot be negated as they may contribute to the attainment of profitability and productivity oriented goals. March and Simon suggest that substituting subgoals for the more intangible goals can transform qualitative goals into operational levels of achievement. If one is unable to quantify or specify the goal level adequately, then it must be simply assumed that the desired goal level will be achieved if a particular event or set of activities takes place.¹⁰⁶

In education, where the emphasis is on child development rather than financial concerns, there may be a greater reliance on qualitative factors than in a

business organization. Krathwohl contends that due to the dissatisfaction with the general and confused definitions of qualitative objectives in education, statements of educational objectives must be defined in greater detail.¹⁰⁷

In order for the educator to assess student achievement in reaching desired objectives, student behavior can be defined as learning outcomes. Thus, previously intangible goals such as, "the student should become a good citizen," are defined in terms of the kind of behaviors which a good citizen displays.¹⁰⁸ The statement of objectives in behavioral terms:

...specifies a level of detail beyond that usually attempted. Thus, the instructor knows what kind of behaviors he is trying to develop and the problem of assessing the extent to which he has achieved his goals are markedly simplified.¹⁰⁹

Mager stipulates the requirements for writing behavioral objectives as follows:

1. Identify the terminal behavior by name; you can specify the kind of behavior that will be accepted as evidence that the learner has achieved the objective.
2. Define the objective further by describing important conditions under which the behavior is expected to occur.
3. Specify the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.¹¹⁰

Additional information such as the minimum level of acceptable performance, time limits and the minimum number of correct responses on written exams are further clarifications of desired outcomes. Behavioral objectives can outline the expectations of the instructor and serve

as standards for evaluation. Processes can then be directed toward the achievement of these objectives.

Mager has discussed what type of words most accurately convey the intent of behavioral outcomes. Verbs such as "identify", "describe", "solve" and "compare" more clearly identify terminal behavior than the terms "really understands", "appreciates", and "know".¹¹¹ Rules for writing behavioral objectives include:

1. Begin each general objective with a verb.
2. State each objective in terms of student behavior.
3. State each objective as a learning product (rather than a learning process).
4. State objectives as terminal behaviors (not subject matter).
5. State only one general outcome.
6. State each objective at the proper level of generality.¹¹²

As general and intermediate level objectives necessarily cover a broad range of behaviors, the description of desired outcomes may incorporate a number of definitions. Also, a number of specified levels of achievement may be warranted to account for individual differences in student performance.

The need for objectives at various levels of abstraction has given rise to frameworks or structures that assist in the analysis of these objectives.¹¹³

The framework of educational objectives are taxonomies which order the objectives according to the type of behavior demonstrated by the student. Each of the taxonomies, cognitive, affective and psychomotor, contain subdivisions which are intended to include the hierarchical range of possible behavioral outcomes.¹¹⁴

The cognitive domain comprises the student behaviors which demonstrate the development of intellectual abilities and skills.¹¹⁵ The major headings within this domain are:

1. Knowledge - the recall of facts and principles.
2. Comprehension - the ability to restate knowledge in new words.
3. Application - understanding knowledge well enough to break it into parts and make the relations among ideas explicit.
4. Synthesis - the ability to produce wholes from parts, to produce a plan of operation, to derive a set of abstract relations.
5. Evaluation - the ability to judge the value of material for given purposes.¹¹⁶

The cognitive domain encompasses the intermediate level of generality by specifying the kind of behavior that will be accepted as evidence that the student has achieved the objectives. Specification of how well the individual should perform is not contained in the domains. This information is subject to interpretation depending on the course as well as present abilities and potential.¹¹⁷

Objectives which describe desired changes in individual interests, attitudes and values, the development of appreciations and adequate adjustment fall within the affective domain of the educational taxonomy. This domain includes categories of behaviors which educators hope students will develop but:

...a lack of emphasis on affective objectives in grading is due to the inadequacy of measures and the ways of relating measures to the objectives.¹¹⁸

The ambiguity of terms makes it difficult to specify levels of achievement and to indicate which behaviors

illustrate that "appreciation", "good attitudes" or "values" have developed.¹¹⁹

Rather than attempting to attach meanings to the concepts within the affective domain, Krathwohl, Bloom and Masia have evolved a scheme known as internalization to account for this domain.

Internalization refers to the inner growth that occurs as the individual becomes aware of and then adopts attitudes, principles, codes and sanctions, which become inherent in forming value judgements and in guiding his conduct.¹²⁰

The categories of objectives in the internalization process are as follows:

1. Receiving (attending)
 - a) Awareness - to the stimulus
 - b) Willingness to Receive - describes the state and differentiates from other stimuli
 - c) Controlled or Selected Attention - looks for stimuli
2. Responding
 - a) Acquiescence in Responding - complying with expectations
 - b) Willingness to Respond - responds increasingly to an inner compulsion
 - c) Satisfaction in Response - attaches emotional significance
3. Valuing
 - a) Acceptance of a Value
 - b) Preference for a Value
 - c) Commitment (conviction)
4. Organization
 - a) Conceptualization of a Value
 - b) Organization of a Value System
5. Characterization by a Value or a Value Complex
 - a) Generalized Set - views all problems in terms of their aesthetic aspects, or readiness to revise judgements and to change behavior in light of evidence
 - b) Characterization - develops a consistent philosophy of life.¹²¹

The third domain refers to the acquisition of motor skills.

Although we recognize the existence of this domain, we find that so little is done about it in secondary schools or colleges, that we do not believe the development of a classification of these objectives would be useful at present.¹²²

The development of the psychomotor domain has not been extensive although it has been recognized that the responsibility for objectives lies primarily in the physical education, intramural and interschool programs.¹²³ Behavioral objectives that would be included in the psychomotor domain would include the motor skills that individuals should be able to demonstrate at the end of a unit of instruction.

A tentative schema for the psychomotor domain was developed by E. Simpson in 1966. The behavioral outcomes in ascending order of complexity include:

- 1.0 Perception - the process of becoming aware of objects, qualities or relations by way of the sense organs. The category of perception is divided into three subcategories.
 - 1.1 Sensory Stimulation - upon sensory organ
 - 1.11 Auditory - hearing
 - 1.12 Visual - vision
 - 1.13 Tactile - touch
 - 1.14 Taste - tastebuds
 - 1.15 Smell - olfactory nerves
 - 1.16 Kinesthetic - joint, muscle, tendon receptors
 - 1.2 Cue Selection - selecting appropriate cues
 - 1.3 Translation - relating performance to action
- 2.0 Set - the preparatory stage of readiness to respond
 - 2.1 Mental Set - mental readiness
 - 2.2 Physical Set - physical readiness
 - 2.3 Emotional Set - favorable commitment
- 3.0 Guided Response - to initial response in skill development
 - 3.1 Imitation
 - 3.2 Trial and Error
- 4.0 Mechanism - learned response becomes habitual
- 5.0 Complex Overt Response - a high degree of skill has been attained
 - 5.1 Resolution of Uncertainty - the task can

- be accomplished without resorting to a prior mental picture of the task sequence
- 5.2 Automatic Performance - the individual can perform a finely coordinated motor skill with a great deal of ease and muscle control.

The function of educational taxonomies is to categorize behavioral outcomes and identify the types of behaviors that students should demonstrate. This model provides a guideline to the instructor for deciding on appropriate instructional methods, materials and evaluation techniques.

A combination of the categories of operational definitions as discussed in business administration and behavioral objectives in educational administration may incorporate the range of objectives that a sports organization is striving for.

Summary

The purpose of this chapter has been to establish the importance of setting organizational objectives and linking the processes necessary for the achievement of these objectives which justifies the need to revise and update organizational objectives. Possible reasons why objectives change over time include: organizational needs shift as the organization reaches maturity; original objectives may be supplanted by alternative objectives due to misunderstanding of terms; a lack of assimilation of objectives by individuals may exist; an overemphasize on means rather than ends may result in goal diversion. Whatever the cause of change, the major assumption of

effective management is that formal objectives must be aligned to the actual working objectives that organizational members are pursuing.

Research evidence indicates that there are a number of factors to be considered when objectives are being formulated such as the appropriate level of generality, the methods of stating objectives clearly and deciding upon which individuals and groups will participate in goal setting.

As elaborated upon in the next chapter, the practical problem under investigation concerns the objectives of interschool sports programs that were established to fulfill the needs of Ontario Secondary School student athletes.¹²⁷ Existing theories concerning MBO, as well as operational and behavioral objectives, can provide added dimensions to the study of organizational objectives to assist the practicing administrator who is responsible for the organization of such sport activities. Once objectives have been established the appropriate processes of achieving them and methods of evaluating organization effectiveness and efficiency in terms of these objectives is possible. From the discussions of Tosi and Carroll; Krathwohl; Gross; Perrow; Kast and Rosenberg; Warner and Haven; Humble and others in this chapter the following framework for administration has been devised (see Figure 2). This framework may serve as an initial foundation for the investigation of the complexities of organizational objectives, as well as representing an expanded approach to the study of objectives within the field of physical education.

SETTING OBJECTIVES

- | | |
|--|--|
| <p>I. Input from:</p> <p style="margin-left: 20px;">A. External Organization</p> <p style="margin-left: 20px;">B. Internal Organization</p> <p>II. Establish Realistic Objectives in Terms of Resource Constraints</p> <p style="margin-left: 20px;">A. Human</p> <p style="margin-left: 20px;">B. Financial</p> <p style="margin-left: 20px;">C. Material</p> <p>III. Formulate in Descending Levels of Generality</p> <p style="margin-left: 20px;">A. General</p> <p style="margin-left: 20px;">B. Intermediate</p> <p style="margin-left: 20px;">C. Specific</p> <p>IV. Establish Priorities for Multiple Objectives</p> <p style="margin-left: 20px;">A. From Most Important to Least Important</p> | <p>V. Communicate the Intent of Objectives</p> <p style="margin-left: 20px;">A. Operational Definitions</p> <p style="margin-left: 40px;">1. Area of Activity</p> <p style="margin-left: 40px;">2. Level of Achievement</p> <p style="margin-left: 40px;">3. Means of Attainment</p> <p style="margin-left: 20px;">B. Behavioral Definitions</p> <p style="margin-left: 40px;">1. Behavior Indicative of Achievement</p> <p style="margin-left: 60px;">a) Cognitive</p> <p style="margin-left: 60px;">b) Affective</p> <p style="margin-left: 60px;">c) Psychomotor</p> <p style="margin-left: 40px;">2. Important Conditions</p> <p style="margin-left: 40px;">3. How well must Student Athlete Perform</p> |
|--|--|



ALIGNMENT OF THE PROCESSES NECESSARY TO ACHIEVE OBJECTIVES

- | | |
|---|--|
| <p>I. Management Level</p> <p style="margin-left: 20px;">A. Motivation to Work</p> <p style="margin-left: 40px;">1. Integration of Individual and Organizational Objective</p> <p style="margin-left: 40px;">2. Participation</p> <p style="margin-left: 20px;">B. Conflict Resolution</p> <p style="margin-left: 20px;">C. Structure and Control</p> <p style="margin-left: 40px;">1. Decentralized</p> <p style="margin-left: 40px;">2. Centralized</p> | <p>D. Policy Formulation</p> <p style="margin-left: 20px;">1. Rules</p> <p style="margin-left: 20px;">2. Procedures</p> <p>E. Planning</p> <p style="margin-left: 20px;">1. Budgeting</p> <p style="margin-left: 20px;">2. Staffing</p> <p style="margin-left: 20px;">3. Time--short, intermediate, long range</p> <p>F. Decision Making</p> <p style="margin-left: 20px;">1. Alternatives</p> |
|---|--|



EVALUATION OF EFFECTIVENESS AND EFFICIENCY

- | | |
|--|--|
| <p>I. Appropriate Evaluative Techniques</p> <p>II. Change</p> <p style="margin-left: 20px;">A. Diversion</p> <p style="margin-left: 20px;">B. Succession</p> <p style="margin-left: 20px;">C. Displacement</p> | <p>III. Feedback</p> <p>IV. Revision</p> |
|--|--|

FIGURE 2

A Framework for the Administration
of Interschool Sports Programs

FOOTNOTES--CHAPTER I

¹Statement by Miss Helen Gurney, personal interview, Windsor, September 6, 1975.

²Statement by Mr. Ted Emmerson, personal interview, Windsor, September 7, 1975.

³Ontario Federation of School Athletic Associations, Bulletin No. 5, (559 Jarvis St., Toronto, February, 1976).

⁴Frederick N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964), p. 8.

⁵Ibid., p. 10.

⁶Ibid., p. 407.

⁷Earle F. Zeigler, Marcia J. Spaeth, and Garth Paton, "Theory and Research in the Administration of Physical Education," Administrative Theory and Practice in Physical Education and Athletics, eds. Zeigler and Spaeth (Englewood Cliffs: Prentice-Hall, 1975), p. 9.

⁸Ibid., pp. 2-11.

⁹Earle F. Zeigler, "Theoretical Propositions for the Administration of Physical Education and Athletics," Administrative Theory and Practice in Physical Education and Athletics, eds. Zeigler and Spaeth (Englewood Cliffs: Prentice-Hall, 1975), pp. 24-25.

¹⁰Edward H. Litchfield, "Notes on a General Theory of Administration," Administrative Science Quarterly no. 7 (June 1956), p. 7.

¹¹Bertram M. Gross, The Managing of Organizations 2. (London: Collier-MacMillan, 1964), p. 467.

¹²p. M. Blau and W. R. Scott, "The Nature and Types of Formal Organizations," Organizations and Human Behavior: Focus on Schools, eds. Carver and Sergiovanni (New York: McGraw-Hill Book Co., 1969), pp. 5-18.

¹³Henry L. Tosi, John R. Rizzo and Stephen J. Carroll, "Setting Goals in Management By Objectives," Studies in Managerial Process and Organizational Behavior, eds. Turner, Filley and House (Illinois: Scott, Foresman and Co., 1972), pp. 156-163.

¹⁴James H. Donnelly, James L. Gibson, and John M. Ivancevich, Fundamentals of Management: Functions, Behavior, Models (Texas: Business Publications, 1971), p. 57.

15 American Association of School Administrators, Staff Relations in School Administration (Washington, D. C.: The Association, 1955), p. 17.

16 Gross, The Managing of Organizations, p. 496.

17 Ibid., pp. 477-479.

18 David R. Krathwohl, "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," The Journal of Teacher Education, 16 (March 1965), pp. 83-92.

19 Norman E. Gronlund, Stating Behavioral Objectives for Classroom Instruction (London: Collier-Macmillan, 1970), p. 10.

20 Gross, The Managing of Organizations, p. 496.

21 H. Koontz and C. O'Donnell, Principals of Management: An Analysis of Managerial Functions (New York: McGraw-Hill Book Company, 1972), p. 125.

22 Milton D. Hunter, "A Dictionary for Physical Educators," (Unpublished Doctoral Dissertation, Indiana University, 1966), p. 210.

23 The Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Living and Learning (Toronto: The Newton Publishing Company, 1968), p. 67.

24 Fremont Kast and James Rosenzweig, Organization and Management: A Systems Approach (New York: McGraw-Hill, 1974), p. 154.

25 Ibid., p. 155.

26 Amitai Etzioni, Modern Organizations (New Jersey: Prentice-Hall, 1964), p. 5.

27 Ibid., p. 5.

28 Kast and Rosenzweig, Organization and Management, p. 156.

29 Ibid., p. 156.

30 Etzioni, Modern Organizations, p. 5.

31 Charles Perrow, "The Analysis of Goals in Complex Organizations," Readings on Modern Organizations ed. Etzioni (New Jersey: Prentice-Hall, 1969), p. 65.

32 Ibid., p. 65.

33 Etzioni, Modern Organizations, p. 5.

34 Amitai Etzioni, "Two Approaches to Organizational Analysis: A Critique and a Suggestion," Administrative Science Quarterly, 5 (1960-61), p. 260.

35 Dalton McFarland, Management Principles and Practices (New York: The Macmillan Publishing Co., 1974), p. 255.

36 Chester Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938), p. 89.

37 Anthony Raia, "Goal Setting and Self Control," Journal of Management Studies, 2 (September 1965), p. 34.

38 Alan Filley and Robert House, Managerial Process and Organizational Behavior (Illinois: Scott, Foresman and Co., 1969), p. 141.

39 George Odiorne, Management By Objectives (New York: McGraw-Hill, 1967), p.

40 Filley and House, Managerial Process, p. 141.

41 Ross Webber, Management (Illinois: Richard D. Irwin, 1975), p. 283.

42 Krathwohl, "Stating Objectives," p. 83.

43 Ibid., p. 85.

44 W. K. Warner and A. E. Havens, "Goal Displacement and the Intangibility of Organizational Goals," Administrative Science Quarterly, 12, 4 (March 1968), p. 541.

45 Ibid., pp. 543-544.

46 Kates, Peat, Marwich and Company, Education Newsletter (Toronto, March 1970), p. 1.

47 Warner and Havens, "Goal Displacement," p. 541.

48 Webber, Management, p. 340.

49 Krathwohl, "Stating Objectives," p. 84.

50 Webber, Management, p. 297.

51 Warner and Havens, "Goal Displacement," p. 541.

52 Ibid., p. 541.

53 Marcia J. Spaeth, "Administrative Research in Physical Education and Athletics," Administrative Theory and Practice in Physical Education and Athletics eds. Zeigler and Spaeth (Englewood Cliffs: Prentice-Hall, 1975), p. 37.

54 Sports Institute for Research, "Synopsis of Sir/Car Study on District 5 Windsor Little League Baseball," A Sir/Car Study on District 5 Little League Baseball, (1974) Richard J. Moriarty and James H. Duthie, Co-ordinators (Unpublished Research Reports, The University of Windsor), p. 3.

55 Gross, The Managing of Organizations, p. 472.

56 Hunter, "A Dictionary," p. 210.

57 Tosi, Rizzo and Carroll, "Setting Goals," p. 161.

58 Koontz and O'Donnell, Principals of Management, p. 1.

59 Donnelly, Gibson and Ivancevich, Fundamentals of Management, p. 57.

- 60Ibid., p. 58.
- 61Ibid., p. 57.
- 62Filley and House, Managerial Process, p. 133.
- 63Herbert Simon, "On the Concept of Organizational Goal," Studies in Managerial Process and Organizational Behavior eds. Turner, Filley and House (Illinois: Scott, Foresman and Co., 1972), p. 153.
- 64Ibid., p. 153.
- 65Charles Lindholm, "The Science of Muddling Through," Studies in Managerial Process and Organizational Behavior eds. Turner, Filley and House (Illinois: Scott, Foresman and Co., 1972), pp. 120-128.
- 66Ibid., p. 122.
- 67Anthony Raia, "A Second Look at Management Goals and Controls," California Management Review, 8 (Summer, 1966), pp. 49-50.
- 68Kast and Rosenzweig, Organization and Management, p. 164.
- 69Ibid., p. 173.
- 70Ibid., p. 163.
- 71McFarland, Management Principles, p. 349.
- 72Charles Hughes, Goal Setting (USA: American Management Association, 1965), p. 142.
- 73Tosi, Rizzo and Carroll, "Setting Goals," p. 156.
- 74George Odiorne, Management By Objectives (New York: McGraw-Hill, 1967), pp. 55-56.
- 75Raia, "Goal Setting," p. 34.
- 76Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960)
- 77Filley and House, Managerial Process, p. 143.
- 78Raia, "Goal Setting," p. 50.
- 79Raia, "A Second Look," pp. 49-50.
- 80Ibid., p. 50.
- 81Herbert Meyer, Emanuel Kay and John French, "Split Roles in Performance Appraisal," Harvard Business Review 43 (January- February 1965), pp. 124-125.
- 82Ibid., p. 126.
- 83Ibid., p. 127.
- 84Henry Tosi and Stephen Carroll, Management By Objectives: Applications and Research (New York: The Macmillan Co., 1973), p. 23.
- 85Ibid., p. 23.

86Ibid., p. 35.

87J. M. Ivancevich, J. H. Donnelly and H. L. Lyon, "A Study of the Impact of Management by Objectives on Perceived Need Satisfaction," Personnel Psychology (Summer, 1970), p. 139.

88Ibid., p. 148.

89A. C. Stedry and E. Kay, "The Effect of Goal Difficulty on Performance: A Field Experiment," Behavioral Science 11 (1966), pp. 469-470.

90E. A. Locke and J. F. Bryan, "Performance Goals as Determinants of Level of Performance and Boredom," Journal of Applied Psychology 51 (1967), p. 129.

91Stephen Carroll and Henry Tosi, "Goal Characteristics and Personality Factors in a Management by Objectives Program," Administrative Science Quarterly 15 (1970), p. 297.

92Ibid., p. 303.

93Ibid., p. 303.

94L. C. Lawrence and P. C. Smith, "Group Decision and Employee Participation," Journal of Applied Psychology, 39 (1955), p. 336.

95J. F. Bryan and E. A. Locke, "Goal Setting as a Means of Increasing Motivation," Journal of Applied Psychology 51 (1967), p. 274.

96Ibid., p. 274.

97Davis in Filley and House, Managerial Process, p. 139.

98Bruce Jamieson, "Behavioral Problems with Management by Objectives," Academy of Management Journal 16, 3 (1973), p. 501.

99Bertram Raven and Jan Rietsema, "The Effects of Varied Clarity of Group Goal and Group Path Upon the Individual and His Relation to the Group," Groups and Organizations eds. Hinton and Reitz (California: Wadsworth Publishing, 1971), p. 63.

100Cohen in Raven and Rietsema, "The Effect of Varied Clarity," p. 63.

101James March and Herbert Simon, Organizations (New York: John Wiley and Sons, 1958), p. 42.

102Tosi, Rizzo and Carroll, "Setting Goals," p. 157.

103Ibid., p. 157.

104Ibid., p. 157.

105Gross, The Managing of Organization, p. 498.

106March and Simon, Organizations, p. 156.

107Krathwohl, "Stating Objectives," p. 84.

- 108 Ibid., p. 84.
- 109 Ibid., p. 84.
- 110 Robert Mager, Preparing Instructional Objectives (California: Fearon Publishers, 1962), p. 12.
- 111 Ibid., p. 12.
- 112 Gronlund, Stating Behavioural, p. 11.
- 113 Krathwohl, "Stating Objectives," p. 86.
- 114 Ibid., p. 86.
- 115 Benjamin Bloom, Taxonomy of Educational Objectives (New York: McKay Company, 1956), p. 7.
- 116 Krathwohl, "Stating Objectives," p. 87.
- 117 Ibid., p. 85.
- 118 Ibid., p. 90.
- 119 Ibid., p. 88.
- 120 Ibid., p. 88.
- 121 D. R. Krathwohl, B. S. Bloom and B. B. Masis, Taxonomy of Educational Objectives: Handbook II: Affective Domain (New York: David McKay Co., 1964), pp. 176-185.
- 122 Bloom, Taxonomy, pp. 7-8.
- 123 Marvin Clein and William Stone, "Physical Education and the Classification of Educational Objectives: Psychomotor Domain," The Physical Educator 27, 1 (March 1970), p. 34.
- 124 Elizabeth Simpson, The Classification of Educational Objectives (University of Illinois: Unpublished Monograph, 1966), pp. 135-140.

CHAPTER II

THE PROBLEM AND ITS BACKGROUND

Educational Objectives In The Province of Ontario

The relationship between society and the institution of education may be viewed from different perspectives, one being the view that society and education are separate entities, and another being that education is the medium through which societal values and culture are perpetuated to the youth of society. The following position was taken on the issue of education and society by the Ontario Provincial Committee on the Aims and Objectives of Education in the Schools of Ontario:

...the school is an active agent in society, that it does not and cannot exist as an insulated entity, and that young people in school have a right to an education which reveals the weaknesses and problems of the world they face and helps them to mitigate or solve them.¹

Although various philosophies of education, teaching styles and methods of curriculum planning exist, a wide-spread approach to education has been the concept of total child development.^{2,3,4} This concept encompasses the development of mind and body to the fullest potential of the individual. The trend towards total development has resulted in the emergence of the traditional all-encompassing objectives of education which include

contributions to the intellectual, social, emotional, mental and physical development of each child in the school system.⁵ The general purposes of the Ontario Ministry of Education for schools in the province parallel the traditional objectives of education.

The primary purpose of a school is to help each student develop to the maximum of his (or her) potential as an individual and a member of society who will think clearly, feel deeply, and act wisely. This purpose can be achieved by facilitating the intellectual, social, moral, physical and emotional growth of each student and by developing more fully the knowledge, skills and aptitudes that each brings to the secondary school.⁶

As stated in documents issued by the Ontario Ministry of Education regarding curriculum development, the attainment of these general objectives necessitates a program in which students are exposed to a diverse range of learning experiences. The school curriculum, which encompasses "all those activities in which children engage under the auspices of the school," should be suited to individual needs and aspirations.⁷

Flexibility in scheduling should enable the particularly gifted student as well as those with learning problems to take courses from which they can derive maximum benefit.⁸

The provincial guidelines for curriculum development suggest that courses should be organized so that each student can work at his or her own level in some subjects and engage in more basic work in other subjects.

Ideally, the range of learning experiences organized into units of instruction should contribute

to the attainment of the general objectives of education. For this to occur general objectives are translated into intermediate levels of purpose for each unit and, more specifically, for each class or lesson plan. Through the evaluation of resulting behaviors teachers and administrators are able to determine whether the desired knowledge, skills and behaviors are being actualized and, secondly, whether the specific transformations actually contribute to the general objectives of education. One of the courses in Ontario school curriculum is physical education which incorporates regular classroom instruction, intramurals which promote participation in sports within the school, and interscholastic sports for competition between two or more schools.⁹ The justification for including any course within an educational curriculum is in the contribution of the course to the general educational objectives.¹⁰ A physical education program becomes an integral part of education when instruction is directed toward the intellectual, social, emotional, mental and physical development of the student. Bucher, Koenig and Barnhard maintain that the physical education program is not confined to the promotion of physical development only, but experiences in the realm of physical activity are also related to social, mental and emotional development.¹¹ The objectives of physical education programs as specified by the Ontario Ministry of Education are:

1. To help students develop a love of vigorous activity and a desire for total health that will become a way of life now and in later years;
2. To provide opportunities for students to experience a total fitness feeling; and to help them realize that this feeling is to be valued and maintained throughout life;
3. To help students to develop a positive self-concept that will assist them to assess their potential;
4. To provide students with opportunities to continue the development of motor skills in a variety of physical activities so that they will be able to enjoy leisure time pursuits outside of school;
5. To help students to develop and clarify their personal values, so that their attitudes, decision making abilities, and resulting behaviors will contribute to satisfying relationships and will allow them to realize their potential for the betterment of self, family, and others;
6. To help students to assimilate the body of knowledge appropriate to physical and health education.¹²

The desire for the development of cognitive, affective and psychomotor behaviors serves to link the objectives of physical education to the total developmental aims of education.

In order to assist teachers in the formulation of more specific objectives for units of instruction or more detailed lesson plans, the Ontario Ministry has provided examples of the sequence of transformations from general to specific objectives.¹³ Specific statements of cognitive, affective and psychomotor behavioral outcomes make the student aware of what is expected of him or her, provide the teacher with a framework for deciding upon appropriate methods and materials for instruction, and serve as standards for the evaluation of student progress.¹⁴

The sequence of physical education activities

is based on growth and development of the child as motor development is stressed in the early years, folkdance as well as the gross and fine motor skills of team sports are emphasized in the intermediate years and in the Senior Division individual sports, dance and carry over activities are included in the instructional program of physical education.¹⁵

The teacher's planning should ensure that students know how any given activity applies to their physiological, psychological and sociological needs.¹⁶

A number of topics to be considered for inclusion by Ontario physical educators fall in the cognitive domain of educational objectives: sociology, history, philosophy, organization and administration, motor learning, kinesiology, physiology, training, athletic injuries and coaching.

The affective realm is also emphasized:

...it is important for students to gain, not only skills for the present, but attitudes that will lead to the maintenance of physical fitness in future years.¹⁷

Teachers responsible for implementing physical education programs have been requested to work cooperatively in the development of specific program objectives, to make students aware of these objectives and to utilize ongoing evaluation techniques to determine the degree to which these objectives are being achieved.¹⁸ Evaluation of student achievement in relation to desired goals provides the teacher with feedback as to the appropriateness of expectations and methods of attaining them.

Assessment of students' learning on a continuous basis should ensure that they are learning at a level and rate consistent with their abilities so that, where necessary, the teacher can diagnose difficulties and make appropriate changes in either program or teaching-learning strategies.¹⁹

As physical education programs in Ontario are not designed to contribute solely to the psychomotor domain, the evaluation of skill development can be supplemented by evaluation techniques which measure the acquisition of attitudinal and intellectual abilities. Self evaluation, peer group appraisal, and teacher observation can be considered in addition to written and skill examinations.²⁰

From the research evidence presented in Chapter I, it appears that attempts have been made by the Ontario Ministry of Education to clearly define the objectives of the instructional program. Formulating objectives in descending levels of generality and in terms of expected behavioral outcomes plus the description of possible evaluation techniques represents a significant advancement over past trends in dealing with physical education objectives. However, the instructional program is designed to contribute to the objectives of education. The co-instructional program composed of intramural, extramural and interschool activities are additional components of the physical education curriculum.

The co-instructional program must compliment the instructional program and help to satisfy the objectives of the school and of the physical education program.²¹

Brief Historical Background of OFSAA

A provincial organization in Ontario, the Ontario Federation of School Athletic Associations, (OFSAA), functions to coordinate secondary interschool sports programs. OFSAA officials believe that through participation in interschool activities student athletes are exposed to situations in which mental, moral and physical challenges can be overcome.²² OFSAA stresses the importance of the interschool program as an avenue for the student to pursue excellence and develop to his or her full potential but warns that the instructional phase of physical education must not be neglected in favor of the interschool program:

...that although we stress the importance of a full interschool athletic programme, it must be considered secondary in importance to a broad programme of participation in physical education activities within our schools by all students.²³

The relative importance of the physical education program is diagrammatically represented in Figure 3.

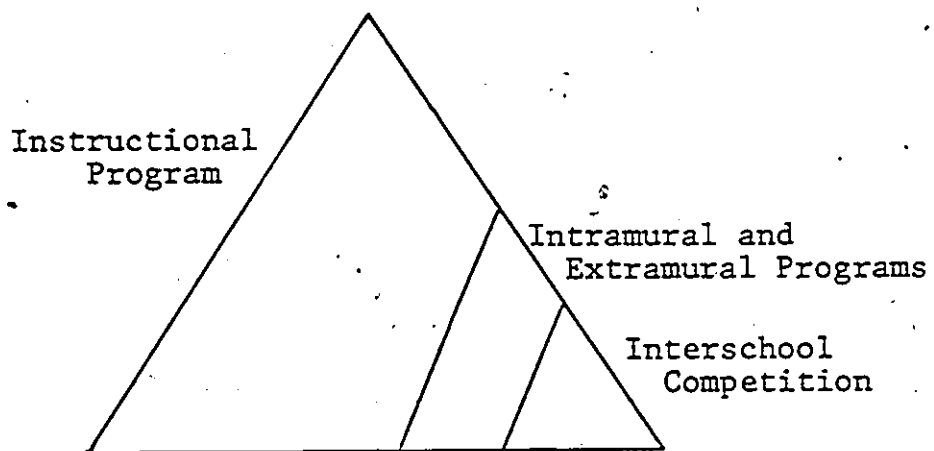


FIGURE 3

A diagrammatic representation of the emphasis placed on educational programs in Ontario secondary schools.

The need for the development of a distinct provincial organization to coordinate interschool sport activities arose from a concern by educators and the Ministry of Education to: (1) get rid of the ills and increase the benefits of participation in interschool sports;²⁵ (2) establish a provincial play-off structure;²⁶ and (3) establish a central body so that disputes and appeals could be dealt with through a series of rules and regulations.²⁷ Evidence of the formation of groups to administer interschool sports dates back to 1905 and by the late 1920's city-wide school organizations had combined to form geographically located associations such as the Western Ontario Secondary Schools Association (WOSSA), the Northern Ontario Secondary School Associations (NOSSA), and the Eastern Ontario Secondary School Associations (EOSSA).²⁸ In 1929, WOSSA, NOSSA and EOSSA emerged to form the Central Ontario Secondary Schools Association, a central body with the responsibility of administering interschool sports. Attempts were made by some individuals to develop a national association to be known as the Canadian Secondary Schools Association (CSSA).^{29,30} Seven Ontario Associations comprised the Ontario Division of CSSA from 1933 to 1947 until the hope of a national organization dissipated. This was followed by the inception of the Ontario Federation of School Athletic Associations (1948).

There was the gradual need for a higher authority, a "place of appeal", prior to 1948. This need culminated in the formation of OFSAA. During its embryonic stage its main interest was in providing

tournaments and championship competition for the various districts of the province.³¹

The involvement of the Ministry of Education, then known as the Department of Education, was a major step in the formation of OFSAA as funds were provided to operate the program and to hire a full time Executive Secretary. Two advisory members of the Ontario Ministry of Education currently sit on the OFSAA Board of Directors and initially became involved because of a mutual concern with educators and OFSAA to 'reduce the ills' and 'increase the good effects' of interschool sports. An overemphasis on winning at the expense of a well-rounded experience for all participants was cited as the major ill of sports competition in secondary schools.^{32,33}

The ills and beneficial effects of interschool sports programs were outlined by the Ontario Teacher's Federation in 1952. In a document entitled, "Let's Talk It Over", the effect of an overemphasis on winning was that too much pressure was placed on the coach to produce a winning team, which can lead to undesirable practices regarding age, residence and academic qualifications.³⁴ Also, when winning is stressed instead of multi-educational values, the fear was expressed that participants would be subjected to physical, emotional and mental strain.^{35,36} The specialization of students in one activity was considered to be one of the 'ills' prevalent in interschool participation as was the realization that the program caters to the 'elite' student athlete thus compelling the majority of

the student body to passively spectate.³⁷ Material rewards, extensive publicity and additional financial commitments were cited as inappropriate means of achieving educational objectives.³⁸ Conversely, the many positive values of participation in an interschool sports program were discussed by the Ontario Teachers' Federation. This group felt that interschool participation is a medium through which total child development can occur and thus prepares the individuals for later life in a competitive world.³⁹ When excellence and high standards are expected by coaches, the environment is established in which student athletes learn to cope with both winning and losing situations and develop favorable attitudes towards competition such as self confidence, self respect, leadership and a sense of responsibility.⁴⁰ Participants are exposed to different situations, people, and points of view which widen the range of learning experiences. Although a formal statement of objectives did not exist in the early stages of OFSAA development, the concern of educators and the Ontario Ministry of Education was to preserve interschool sports programs within an educational milieu which necessitated the control of an overemphasis on winning.

To assist OFSAA in maintaining interschool sports in an educational perspective, a grant was approved by the Department of Education to enable the appointment of a full time Executive Secretary to coordinate the affairs and to establish a firm foundation for OFSAA.

Through this grant the Department of Education hopes that headmasters, physical education teachers and coaches will be better equipped to develop a policy for interschool athletics.⁴¹

The wish was expressed by the Department of Education for OFSAA to become self supporting, indicating that government officials did not intend to attain direct control over the organization.^{42,43,44} Rather, government leadership exists in an advisory capacity with two Ministry Officials being placed on the OFSAA board to provide assistance and advice. The grant was approved because OFSAA was viewed as a viable mechanism to ensure that interschool sports would exist in an educational environment. Thus OFSAA continues to operate in conjunction with the Ontario Ministry of Education in:

...approving, planning and directing those interschool athletic activities that will contribute to and be a part of a well-rounded and meaningful educational experience at the secondary school level.⁴⁵

Ministry officials and OFSAA executives held a number of meetings in the early 1950's to discuss future directions for secondary interschool sports programs. At this time Mr. Dalt White, Secretary of OFSAA, reported that due to geography, insufficient finances and inadequate planning, OFSAA exercised limited authority which was a contributing factor to obscure OFSAA policy.⁴⁶ In 1952, a workshop in interschool athletics was organized so that the problems of OFSAA could be discussed. Recommendations which resulted from this meeting included the establishment of a final authority with adequate power to control provincial interschool athletics.⁴⁷ To accomplish this aim delegates

recognized that a clear statement of policies and regulations based on an educational philosophy was required. Discussion also involved the continuing concern of a 'win at all costs attitude' by coaches, administrators and players. Restrictions to discourage such an attitude included regulations limiting the length of the playing season, the maximum number of games to be played in each sport, age, academic and other eligibility rules.⁴⁸ In order for OFSAA to acquire control over secondary school sports, membership regulations were established which required that:

...any competition open to all high school athletes in the province must have the sanction of OFSAA and competitions open to competitors of any one district must have the sanction of the district association.⁴⁹

In addition, suggestions were made to set up a committee to handle protests so that when violations of policy occur, OFSAA would have the power to enforce disciplinary action. To communicate the purposes and functions of OFSAA, publicity, the establishment of sports committees to interpret the rules, plus a handbook containing OFSAA policies and materials was made available to principles, teachers and coaches.⁵⁰

Additional recommendations resulting from this workshop included the appointment of a full-time Executive Secretary to be responsible for OFSAA activities: membership correspondence, tournaments, coaching schools publications, public relations, secretary of district workshops, and

presentation of an annual report to the Minister of Education.⁵¹ The position of the Executive Secretary was under the direction of the Board of Directors which was in charge of financial matters and responsible for OFSAA policy.

Also in 1952, the Department of Education put forth further suggestions for policy consideration to maintain interschool sports within the desired educational focus. One of these suggestions was the formation of:

...a practical athletic code which can be implemented by headmasters, physical education teachers, coaches and students with positive benefit to the pupils' general development and educational achievement.⁵²

Subsequently, a code of ethics for players and coaches was devised and circulated to member secondary schools (see Appendix A). The opportunity for teachers to discuss problems of conduct was arranged through meetings and a counseling service by the Executive of OFSAA was initiated to control unethical practices working against the best interests of the student or school.

The Department of Education suggested that OFSAA investigate the advantages of conference or tournament schedules as compared with the common league arrangement. The persistent concern that interschool athletics should be a stimulating experience for all students rather than the increased specialization of a few was reiterated by the Department.⁵³ Policies were subsequently established so that highly skilled student athletes would not monopolize

sports; ~~individuals~~ could not participate on two school sports teams and participation on school teams was not allowed if students were also playing for a community team. The final suggestion was that OFSAA should develop a sound financial base.

Thus, in the years immediately following the inception of OFSAA, the general objective of the organization was to control 'non-educational' approaches to the organization of interscholastic sports which were defined as activities associated with an overemphasis on winning. If interschool sports could remain controlled in scope, Department of Education officials and OFSAA representatives believed that many positive values could be attained by participation. Initial steps were taken to formulate policies, devise leadership and control structures, handle conflicts and communicate with the members of the association who voluntarily donated their time and efforts toward the growth of OFSAA.

In subsequent years, new member associations became aligned with OFSAA, the number of students taking part in the program greatly increased, and the number of activities and services of OFSAA expanded. Convenors and committees emerged to administer the sport competitions, a women's committee was added to the legislative council, all with the intent of instilling the values of education in sport (see Figure 4 for the structural diagram of OFSAA).

The Ministry of Education and OFSAA believed

FIGURE 4

The Organizational Structure of OFSAA

- I. Board of Directors.
 - A. Officers of the Federation:
Past President, President, 1st Vice-President,
2nd Vice-President and ex officio Executive Secretary
 - B. Representatives from the Ontario Ministry of Education
 - C. A Representative of the Ontario Secondary School Headmasters' Council
 - D. One Representative from each Association
 - E. Chairman of the OFSAA Women's Committee

- II. Board of Reference
 - A. President
 - B. Executive Secretary
 - C. One or more additional members of the Board of Directors

- III. Legislative Council
 - A. Three representatives from each member Association, one shall be a Principal or Vice-Principal, one the Secretary of the Association or his appointee
 - B. The Women's Committee:
A Representative from each Association
 - C. Three Representatives from the Ontario Secondary School Headmasters' Council
 - D. Two Representatives from the Ministry of Education, one male and one female
 - E. The President or his appointee from the Ontario Education Association, Physical Education Section
 - F. Three Representatives from the Ontario School Trustees' Council
 - G. Three Representatives from the Ontario Association of Education Administrative Officials

FIGURE 4--Continued

IV. Activity Committees**A. One member from each Association to each committee**

- | | |
|------------------|---------------------|
| 1. Badminton | 8. Skiing |
| 2. Basketball | 9. Soccer |
| 3. Cross Country | 10. Swimming |
| 4. Curling | 11. Tennis |
| 5. Golf | 12. Track and Field |
| 6. Gymnastics | 13. Volleyball |
| 7. Hockey | 14. Wrestling |

that educators who are trained and equipped with an educational philosophy were the individuals most qualified to administer and implement the program for the best interests of all participants. Therefore, the Federation is opposed to the policy of employing non-teacher coaches:

The Federation is organized and is operated on the premise that the plans, rules and regulations which determine and govern the Provincial interschool athletic programme can be best established by the school officials to whom responsibility for this phase of education has been delegated by the educational jurisdictions throughout Ontario.⁵⁴

The teachers and coaches volunteer much time and energy in deciding policies, making decisions, scheduling and organizing tournaments along with their coaching and instructional program commitments.

OFSAA also began to sponsor a number of coaching clinics, and acted as a clearinghouse for resource materials to keep coaches informed on coaching techniques, safety procedures, rules, strategies and philosophies of sport.

It was not until 1960 that formally stated objectives for OFSAA were devised. Mr. N. A. Beach, who was the Executive Secretary of OFSAA from 1958 to 1971, in conjunction with the Ontario Ministry of Education, drafted a list of objectives which presently appears in the preface of the OFSAA constitution. The policies and rules of the constitution are to be followed by member associations. These same objectives are also listed in a document entitled, "Desirable Practices in Developing an Interschool Athletic Programme," (see Appendix B) which was endorsed by the

Chief Director of Education and distributed to OFSAA secondary schools. The formally stated objectives are:

1. To contribute toward the improvement of the health, fitness and general welfare of all individuals taking part in the programme.

2. To engage a maximum number of students in both the administrative and active areas of the programme.

3. To stimulate all participants to achieve creditable academic progress and to make a contribution to the general educational programme of the school as a prerequisite of participation.⁵⁵

These formally stated objectives have remained as the guides to OFSAA and affiliate members since the early 1960's.

One of the oldest of the federated associations that comprise OFSAA is the South Western Ontario Secondary Schools Association (SWOSSA). As a member association, SWOSSA is obligated to follow the objectives, rules and regulations as established by OFSAA.^{56,57} SWOSSA is

composed of the Windsor Secondary Schools Association (WSSA), the Essex County Secondary Schools Association (ECSSA), and the Kent County Secondary Schools Association (KCSSA).

The general purpose of SWOSSA is:

To establish a closer relationship among the various secondary schools of South Western Ontario through the promotion of competition in athletic and other activities deemed advisable.⁵⁸

For the diagrammatic representation of the relationship of SWOSSA and its member associations to OFSAA refer to Figure 5.

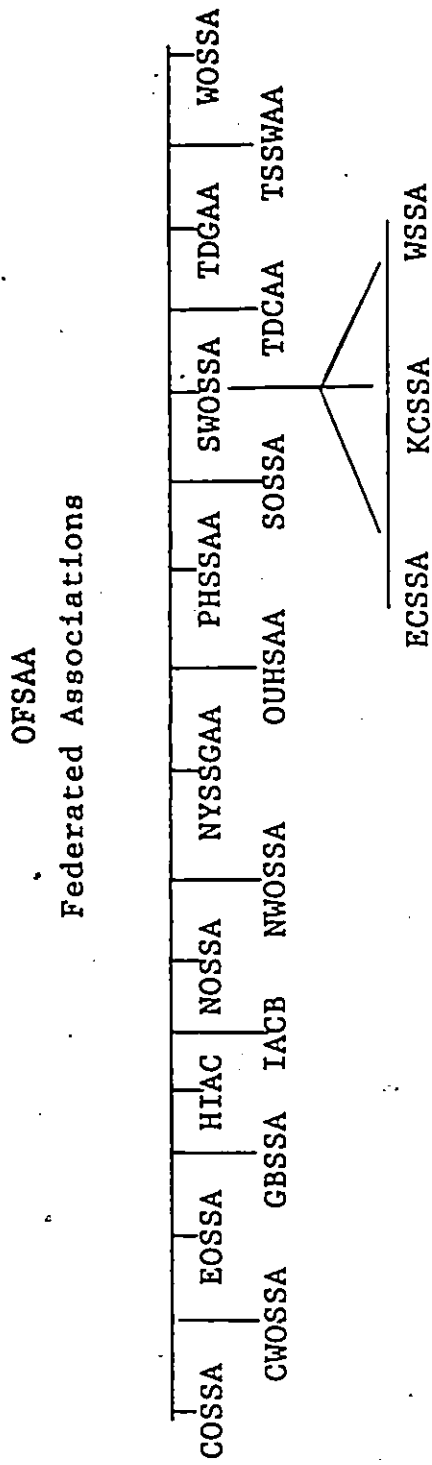


FIGURE 5

The Federated Associations of OFSAA

Statement of the Problem

The main problem of this study is to determine if the formal objectives established to guide interscholastic sports programs in Ontario secondary schools correspond to the working objectives of 1975/76 SWOSSA administrators.

The subproblems of this study are:

1. To determine the relative importance of the working objectives of SWOSSA administrators if working objectives are identified which do not correspond to formal objectives from the analysis of the main problem.
2. To identify the operational and/or behavioral dimensions of the working objectives.

Definition of Terms

1. Working Objectives:

- a) Statements of objectives as verbalized by SWOSSA administrators.
- b) Categorizations of policy statements and decisions made by SWOSSA administrators which appear in the SWOSSA constitution, June 1975, and from the minutes of SWOSSA meetings from June 1, 1975 to June 1, 1976.
- c) Categorizations of areas into which financial resources are allocated.

2. Formal Objectives: statements labelled as objectives in the OFSAA constitution and in the document entitled, "Desirable Practices in Developing an Interscholastic Athletic Programme".

3. Alternative Objectives: statements of objectives as verbalized by SWOSSA administrators and/or as revealed through the categorizations

of policy statements and decisions made by SWOSSA administrators which do not correspond to the formal objectives. Responses of working objectives will either correspond to the formal objectives or will fall into the alternative objective category. (see Figure 6)

4. SWOSSA Administrators:

- a) SWOSSA Officers which includes the president, two vice-presidents and the secretary-treasurer.⁵⁹
- b) SWOSSA Board of Directors which consists of three representatives from each of the three member associations plus one representative each from the University of Windsor and St. Clair College respectively.⁶⁰
- c) SWOSSA General Assembly which is composed of the following voting delegates: The Principal, head boys' physical education, head girls' physical education or their designated representative from each member school.⁶¹
- d) SWOSSA convenors for SWOSSA sponsored activities.⁶²

5. Operational Objectives: "the extent to which

it is possible to observe and test the achievement of organizational objectives."⁶³

Operational objectives will refer to the objectives verbalized by SWOSSA administrators which describe what SWOSSA should achieve in an organizational context rather than in terms of desired student behaviors.

Operational definitions of objectives may include one or more of the following dimensions:

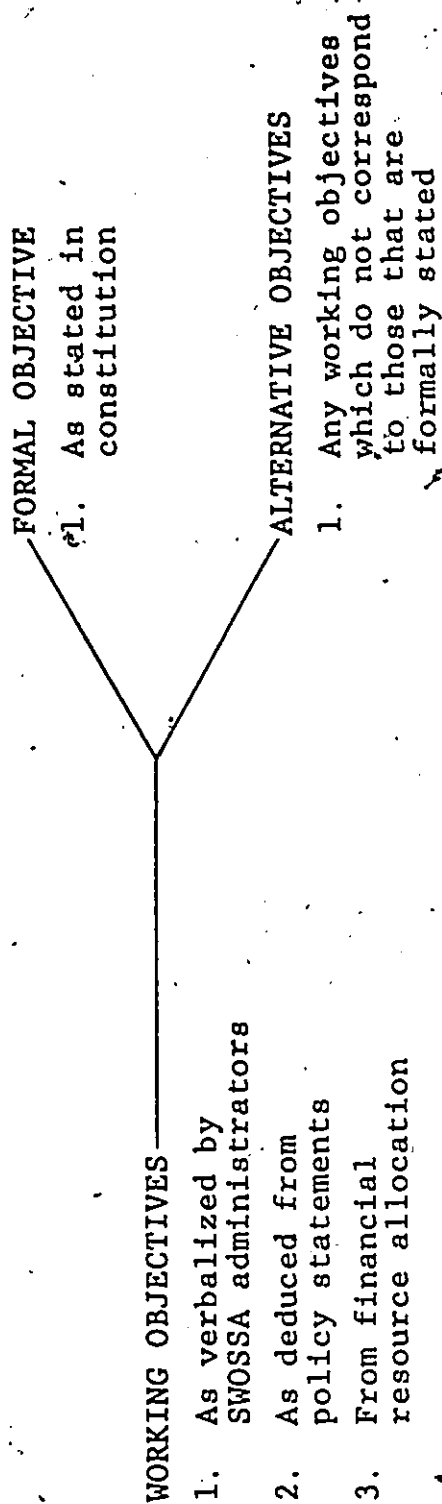


FIGURE 6

The Categorization of Working Objectives

- a) identification of the area of activity in which the accomplishment is to occur.
 - b) specifying a level of quantity or quality of the objective.
 - c) identifying the means by which the objectives can be achieved.⁶⁴
6. Behavioral Objectives: statements of cognitive, affective, and psychomotor outcomes that students should demonstrate after participation in SWOSSA interschool sports programs. Additional dimensions of behavioral objectives include:
- a) defining the objective further by describing important conditions under which the behavior is expected to occur.
 - b) specifying the criteria of acceptable performance by describing how well the learner must perform to be considered acceptable.⁶⁵
7. Relative Importance: the ranking of the importance of objectives on a five point scale.
8. Student Athlete: individuals attending Ontario secondary schools who are participating in OFSAA sanctioned interschool sports.

Justification of the Study

OFSAA is a coordinative body for the various associations of interschool sport in the Province of Ontario with the responsibility to advise and direct the activities of the various associations toward the attainment of desired objectives. In September 1975 the Ministry of Education, through the Special Projects Branch, endorsed a

study to be conducted by the Sports Institute for Research at the University of Windsor, Ontario, to examine "The Role of Interscholastic Sports Programs in Ontario."

Within the general context of role, the Ministry of Education identified several questions to be investigated.

Miss Helen Gurney, who is an Educational Officer of the Special Projects Branch of the Ministry of Education, voiced one of these questions at a NAPECW/NAPEAM⁶⁶ Workshop held at the University of Windsor, September 5-7, 1975:

Are the original objectives as set out by the Ministry of Education in 1960 outdated in light of present day practices in SWOSSA?

Thus, the question posed by practitioners is the justification for the investigation of the main problem. If the present working objectives that SWOSSA administrators are pursuing do not correspond to the formally stated objectives endorsed by OFSAA and the Ministry of Education, then the alternative objectives will serve as information feedback to these organizations to elicit desired change. The choice of the population to be investigated is in accordance with the decentralized approach to setting objectives which is implied in the practitioner's question.

Research evidence, as presented in Chapter I, indicates that the efforts of individuals and groups will more likely be directed toward the attainment of organizational objectives if the priorities of the objectives are established and if objectives are clearly communicated to the group. The application of existing administrative

theories to the practical problem has resulted in the formulation of the subproblems. From the investigation of the subproblems, speculations as to the appropriateness of existing theories may be possible in addition to the clarification of the path to the attainment of OFSAA and SWOSSA interschool sport programs objectives.

Hypotheses

When SWOSSA administrators are requested to verbalize the objectives that they are presently pursuing in regards to SWOSSA interschool sports programs, their responses are defined as working objectives. These working objectives may fall into one of two categories: either they will correspond to the formal objectives established by OFSAA and the Ministry of Education, or they will not correspond to the formal objectives and will therefore be labelled as alternative objectives.

Similarly, when SWOSSA informal objectives are deduced from administrative policies and decisions, they may be categorized as formal objectives or alternative objectives.

In order to determine if the working objectives correspond to the formal OFSAA objectives, the following hypotheses will be tested, as outlined in Chapter III.

1. H_{01} : That when SWOSSA administrators are asked to verbalize the objectives that they are presently pursuing in regards to SWOSSA interschool sports programs, there will be no significant difference

between the frequency of response of formal objectives and the frequency of response of alternative objectives.

Ha₁: That when SWOSSA administrators are asked to verbalize the objectives that they are presently pursuing in regards to SWOSSA programs, there will be a significant difference between the frequency of response of formal objectives and the frequency of response of alternative objectives.

2. Ho₂: That when objectives are deduced from SWOSSA policies and decisions, there will be no significant difference between the frequency of response of formal objectives and the frequency of response of alternative objectives.

Ha₂: That when objectives are deduced from SWOSSA policies and decisions, there will be a significant difference between the frequency of response of formal objectives and the frequency of response of alternative objectives.

If the working objectives are identified which significantly fall into the alternative objectives category, a questionnaire will be constructed to test the relative importance of the alternative and formal objectives. This will provide information as to the priorities placed on the objectives of SWOSSA administrators. The general hypothesis of this phase of the survey will be as follows:

3. Ho₃: That for each objective contained in the survey

questionnaire after the analysis of the main problem, there will be no significant difference between the frequencies of response on a five point scale of importance.

Ha₃: That for each objective contained in the survey questionnaire after the analysis of the main problem, there will be a significant difference between the frequency of response on a five point scale of importance.

Limitations of the Study

The emphasis of this study is on setting organizational objectives, the initial phase in administration (Administrative Framework, Chapter I) which may serve as the basis for subsequent coordination of managerial and maintenance processes as well as for the development of evaluation techniques to measure organizational effectiveness and efficiency. This initial phase will involve the analysis of the formal and working objectives. If a discrepancy between these ~~levels~~ is revealed, alternative objectives will serve as recommendations for the replacement of the formal objectives. This analysis will occur at the intermediate level of generality; a necessary step before more specific goals can be established for the various subunits of interschool activities.

A description of the present state of affairs places restrictions on the conclusions which can be drawn from a study. To examine whether the operational and behavioral dimensions are valid indicators of the various

objectives and whether the objectives elicited for inter-school sport actually contribute to the more general objectives of physical education are questions for future analysis. Also, if a change in objectives is detected through field survey techniques, one can only speculate as to the possible causes for such a transformation.

Thus, the value of this study lies in: (1) the communication of information from SWOSSA administrators to OFSAA and the Ministry of Education to enhance the administration of interschool sports for the secondary school student athlete and (2) to set the foundation for additional research in the goal oriented approach to the administration of physical education.

FOOTNOTES--CHAPTER II

¹The Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, Living and Learning (A Report, Toronto: The Newton Publishing Co., 1968), p. 67.

²C. A. Bucher, C. A. Koenig, M. Barnard, Methods and Materials for Secondary School Physical Education (St. Louis: C. V. Mosby, 1965), p. 43.

³Clive Beck, Educational Philosophy and Theory: An Introduction (Boston: Little, Brown and Co., 1974), p. 21.

⁴Muriel Gerhard, Effective Teaching Strategies with the Behavioural Outcomes Approach (New York: Parker Publishing Co., 1971), p. 63.

⁵M. D. Hunter, "A Dictionary for Physical Educators" (Unpublished Doctoral Dissertation: Indiana University, May 1966), p. 92.

⁶Ontario Ministry of Education, "Secondary School Diploma Requirements" (Circular H. S. 1, Issued under the authority of the Ministry of Education, Honorable Thomas L. Wells, 1975-76), p. 1.

⁷The Provincial Committee, Living and Learning, p. 75.

⁸Ontario Ministry, "Secondary School," p. 1.

⁹Ontario Ministry of Education, "Physical and Health Education: Senior Division" (Authorized by the Minister of Education, Honorable Thomas L. Wells, 1975), p. 8.

¹⁰E. F. Voltmer and A. A. Esslinger, The Organization and Administration of Physical Education (New York: Appleton-Century-Crofts, 1967), p. 18.

¹¹Bucher, Koenig and Barnhard, Methods and Materials, p. 43.

¹²Ontario Ministry, "Physical Education," p. 3.

¹³*Ibid.*, p. 10. Examples are provided on how to transform general aims into specific unit objectives. In the sport of badminton, unit objectives could include cognitive behaviors such as "understanding the rules and strategies of the game well enough to play a match," affective behaviors of "enjoying the game enough to want to continue to play regularly," and the psychomotor

objectives of "the skill to play a doubles match well enough so the placement of serve, sustained rally and at least one doubles-game strategy can be demonstrated".

14Ibid., p. 1.

15Ibid., p. 5.

16Ibid., p. 5.

17Ibid., p. 5.

18Ibid., p. 1.

19Ibid., p. 2.

20Ibid., p. 2.

21Ibid., p. 8.

22Ontario Federation of School Athletic Associations, "Scope of Activities of OFSAA" (A Document compiled for the Ontario Association of Educational Administrative Officials, Ontario, July 1972), p. 10.

23Ontario Federation of School Athletic Associations, OFSAA Bulletin No. 1 (OFSAA Presidents' Message, Toronto, September 1975).

24Ontario Ministry, "Physical Education," p. 6.

25Physical Education Branch of the Ontario Department of Education, "Statement to the Ontario Federation of School Athletic Associations" (December 1952), p. 1.

26Ibid., p. 1.

27Ontario Federation of School Athletic Associations, "A Report on a Workshop in Interschool Athletics" (Lake Couchiching, August 30, 1952), p. 1.

28Constitution of the Ontario Federation of School Athletic Associations (September 1974), p. 20.

29Statement by N. A. Beach, personal interview (Toronto, April 14, 1976).

30Constitution of OFSAA, p. 20.

31OFSAA, "A Report," p. 1.

32Statement by N. A. Beach, personal interview (Toronto, April 14, 1976).

33Ontario Teacher's Federation, "Let's Talk It Over: Eight Problems in Physical and Health Education in the Elementary and Secondary Schools of the Province of Ontario" (Toronto, 1952), p. 18.

34Ibid., p. 18.

35Ibid., p. 18.

- 36Statement by N. A. Beach, personal interview (Toronto, April 14, 1976).
- 37Ontario Teachers' Federation, "Let's Talk," pp. 17-18.
- 38Ibid., p. 18.
- 39Ibid., p. 17.
- 40Ibid., p. 16-17.
- 41Physical Education Branch, "Statement to OFSAA," p. 2.
- 42Statement by H. Gurney, personal interview (Windsor, September 6, 1975).
- 43Statement by N. A. Beach, personal interview (Toronto, April 14, 1976).
- 44Physical Education Branch, "Statement to OFSAA," p. 2.
- 45OFSAA, "Scope of Activities," p. 1.
- 46The Ontario Federation of School Athletic Associations and the Department of Education, Health and Physical Education Branch, "A Brief Appraisal of OFSAA 1952-57: Background Information for COSSA" (Toronto, 1957), p. 1.
- 47OFSAA, "A Report," p. 2.
- 48Ibid., p. 4.
- 49Ibid., p. 4.
- 50Ibid., pp. 5-6.
- 51Ibid., p. 3.
- 52Physical Education Branch, "Statement to OFSAA," p. 2.
- 53Ibid., p. 2.
- 54OFSAA, "Scope of Activities," p. 1.
- 55Constitution of OFSAA, p. 1.
- 56Ibid., p. 3.
- 57Constitution of SWOSSA (June 1974), p. 8.
- 58Ibid., p. 1.
- 59Ibid., p. 2.
- 60Ibid., p. 2.
- 61Ibid., p. 6.
- 62Ibid., p. 7.
- 63James March and Herbert Simon, Organizations (New York: John Wiley and Sons, 1958), p. 42.
- 64Robert Mager, Preparing Instructional Objectives (California: Fearon Publishers, 1962), p. 119.
- 65Statement by H. Gurney, Windsor, September 6, 1975.
- 66National Association for Physical Education College Women/National College Physical Education Association for Men (NAPECW/NCPEAM).

CHAPTER III

Methodology

The choice of methodology to be utilized in an investigation depends upon the question being posed. Field survey techniques are appropriate for the investigation of organizational objectives because group members can act as informants regarding working objectives and numerous documents can be analyzed as a further source to tap the reality of the situation. The strengths of utilizing field survey methods are that significant practical questions can be analyzed and exploratory investigation into theoretical contentions can lay the groundwork for further experimental testing.¹ According to Kerlinger, the weaknesses of the field approach are that in attempting to observe the reality of the situation, the degree of control over many variables is not possible (and sometimes not desired) and therefore precision in measurement as compared to laboratory conditions is lacking.² The field survey was utilized to explore the question being asked by the Ontario Ministry and OFSAA which may also tend to either support or refute the theoretical premise that group members are pursuing objectives other than those which are formally stated.

One method of determining the working objectives of a group is to interview those responsible for the

administration of a program to identify their opinions and beliefs regarding organizational objectives.³ An inherent weakness of the interview instrument is that respondents may mask their responses by verbalizing answers that they believe are socially acceptable. The advantages of personal interviews will be discussed in a later section of this chapter but a reliance upon this technique alone can not ensure that the actual working objectives of the administrators are being tapped. Other relevant sources can be examined to verify espoused working objectives. Documents such as organizational constitutions and the minutes of meetings contain statements of policies and decisions; processes which lead to the attainment of objectives and therefore reflect the desired end states, conditions or behavior that the group are pursuing.⁴ According to Etzioni the orientation toward a future state of affairs can be examined through the allocation of financial resources.⁵ Therefore, three methods; the interview of SWOSSA administrators, the analysis of the SWOSSA constitution and the minutes of SWOSSA meetings (1975-1976), and an examination of the allocation of financial resources of SWOSSA, will be employed to detect present working objectives. Once these working objectives are identified the resulting statements will be analyzed to determine whether they correspond to the formal objectives of OFSAA or fall into the category of alternative objectives.

If alternative objectives are uncovered the

establishment of priorities based on group consensus will provide further input to OFSAA and the Ministry of Education as to which objectives should be considered as replacements for the original formal objectives. A modified Delphi questionnaire technique for arriving at group consensus provides respondents with the opportunity to weigh the importance of the various objectives as well as encouraging a participative approach to goal setting and decision making.⁶

To determine the criteria for operational and behavioral definitions, interview questions were designed so that interviewees could expand on the meanings of their avowed working objectives. Respondents were requested to discuss the role of SWOSSA in reaching desired objectives, to associate dimensions of quality and/or quantity, to specify behavioral outcomes and minimum levels of acceptable performance as well as to identify the means by which objectives can be attained. A section of the questionnaire (see Appendix D) was also being reserved for the identification of appropriate operational and/or behavioral criteria so that an intermediate level of generality of the "most important" objectives could be described. Both qualitative and quantitative data was gathered for the examination of the problems under investigation.

The survey design, to test the research hypotheses, requires consideration of a number of factors such as the sample and population of subjects, the instruments to be employed, methods of data collection, treatment of the data and statistical analysis of quantitative data.

Description of Population and Sample

SWOSSA administrators are responsible for the administration of interschool sports in the City of Windsor, Essex County and Kent County, as well as competition at all SWOSSA Championships where winners of league competition playoff in order to qualify for the OFSAA Championships.

Duties of the administrators include formulating policies, planning, budgeting, making decisions about competition schedules, dates, locations in accordance with the rules and procedures of OFSAA.⁷ Many administrators are also involved in a coaching capacity or act as officials for interschool meets and tournaments. As representatives of the Ministry of Education and OFSAA have expressed the desire for a decentralized approach to the examination of objectives and these administrators assume multiple responsibilities in the implementation of interschool sports programs, SWOSSA administrators will be the population from which opinions regarding working objectives will be derived.

The officers include a president and two vice-presidents who are chosen from the principals and vice-principals of SWOSSA member schools; each officer being a representative from a different association. The fourth SWOSSA officer is the secretary treasurer who is appointed by the SWOSSA Board of Directors. The secretary treasurer is responsible for preparing an audited statement of finances, making presentations at events, and furnishing

the proper individuals and committees with information regarding the administration of interschool sports activities.⁸

The SWOSSA Board of Directors consists of eleven members, three representatives from each of the three member associations plus one representative from the University of Windsor and St. Clair College. The Board of Directors and the officers exercise final control over all funds, policy and matters pertaining to the management of SWOSSA, subject to an appeal for a meeting of all SWOSSA members. Members of the Board of Directors are appointed for a three year term by the Association which they represent and to ensure continuity, one director retires and is replaced on a yearly rotational basis.⁹

Member schools of SWOSSA are entitled to send three voting delegates to the annual meeting of SWOSSA to ratify any changes in Bylaws and Playing Regulations consistent with the SWOSSA constitution. The voting delegates from each school include; the principal, the boys' physical education department head, the girls' physical education department head or their designated representative. Thirteen City of Windsor schools; eight schools from Essex County and twelve schools from Kent County form the nucleus of SWOSSA membership.¹⁰

There are thirty-four SWOSSA sponsored sports events which require activity convenors to organize and notify all concerned regarding the details of competition

arrangements. Duties of SWOSSA activity convenors include submitting financial statements, arranging for officials, supervising, complying with the award system, arranging for publicity, equipment, recommending improvements and maintaining a close liason with the convenors of the particular activity from WSSA, ECSSA and KCSSA.¹¹ The diagrammatic representation of the population of SWOSSA administrators is illustrated in Figure 7.

The total possible population of SWOSSA administrators is one hundred and forty-eight members. However, a number of administrators assume dual or multiple roles within SWOSSA. For example, a SWOSSA voting delegate may also be on the Board of Directors or may be an activity convenor for one or more events. Also, in some schools only one department head has been appointed as a representative to SWOSSA. Therefore, the actual population when membership roles are accounted for is one hundred and twenty-three persons.

For the first phase of this survey design, which entailed the presentation of the focused interview, a random sample without replacement of fifty individuals was selected from the population of SWOSSA administrators. The first thirty who agreed to be subjects were interviewed. In the second phase of the survey the questionnaire was distributed to the entire population of SWOSSA administrators. This design provides the opportunity for the SWOSSA administrators to express their feelings about the relative

SWOSSA ADMINISTRATORS (1975-1976)

SWOSSA Officers

- President
- Two Vice-Presidents
- Secretary Treasurer

SWOSSA Board of Directors

- Three Representatives from each of Windsor, Kent and Essex Associations
- A Representative from the University of Windsor
- A Representative From St. Clair College

SWOSSA Voting Delegates to the Annual Meeting

- The Principal, Head Boy's Physical Education, Head Girl's Physical Education (or their designated representative from thirty-three SWOSSA members schools

Windsor	Essex	Kent
Assumption Brennon Centennial J. L. Forster William Hands Herman W. C. Kennedy W. D. Lowe Vincent Massey Riverside Shawnee Walkerville Commerce	General Amherst Belle River Essex Harrow Kingsville Leamington St. Anne's Sandwich	Blenheim Chatham Collegiate Chatham-Kent Lambton Kent John McGregor Merlin Paincourt Ridgetown Tecumseh Tilbury The Pines Wallaceburg

SWOSSA Activity Convenors

- One Convenor for each of the following events

Volleyball		Basketball	
Boys	Girls	Girls	Boys
"A" Final	"A" Final	"A" Sr. Final	"A" Sr. Final
"AA" Semi	"AA" Semi	"A" Jr. Final	"A" Jr. Final
"AA" Final	"AA" Final	"AA" Sr. Semi	"AA" Sr. Semi
"A" Final	"A" Final	"AA" Sr. Final	"AA" Sr. Final
"AA" Semi	"AA" Semi	"AA" Jr. Semi	"AA" Jr. Semi
"AA" Final	"AA" Final	"AA" Jr. Final	"AA" Jr. Final
Bt. Gymnastics	Bt. Gymnastics	"A" Sr. Final	"A" Sr. Final
Wrestling	Wrestling	"A" Jr. Final	"A" Jr. Final
Curling	Curling	"AA" Sr. Semi	"AA" Sr. Semi
Boys Gymnastics	Boys Gymnastics	"AA" Sr. Final	"AA" Sr. Final
Girls Gymnastics	Girls Gymnastics	"AA" Jr. Semi	"AA" Jr. Semi
Badminton	Badminton	"AA" Jr. Final	"AA" Jr. Final
Soccer-Semi	Soccer-Semi	"A" Sr. Final	"A" Sr. Final
Soccer-Final	Soccer-Final	"A" Jr. Final	"A" Jr. Final
Track and Field	Track and Field	"AA" Sr. Semi	"AA" Sr. Semi
		"AA" Sr. Final	"AA" Sr. Final
		"AA" Jr. Semi	"AA" Jr. Semi
		"AA" Jr. Final	"AA" Jr. Final
		"A" Sr. Final	"A" Sr. Final
		"A" Jr. Final	"A" Jr. Final
		"AA" Sr. Semi	"AA" Sr. Semi
		"AA" Sr. Final	"AA" Sr. Final
		"AA" Jr. Semi	"AA" Jr. Semi
		"AA" Jr. Final	"AA" Jr. Final
		"AAA" Sr. Semi	"AAA" Sr. Semi
		"AAA" Sr. Final	"AAA" Sr. Final

FIGURE 7

Organizational Structure of SWOSSA

importance of the alternative objectives identified by members of their group and the formal objectives of OFSAA.

Survey Instruments

Interview

Merton and Kendall's focused interview was employed to examine the first hypothesis regarding the present working objectives and to establish the criteria for operational and/or behavioral objectives. The focused interview is particularly adapted to explore a situation that has been previously analyzed by the investigator.¹² From the analysis of the situation the investigator develops hypotheses which are the foundation of the interview questions.¹³ In the interview, the interviewee, who is actively involved as an administrator in the organization, is encouraged to present his or her interpretation of the situation. Interview responses are a valuable instrument to the investigator as qualitative data can be elicited to enhance the explanation of quantitative findings.¹⁴

According to Merton and Kendall, once research hypotheses and an interview schedule have been developed to investigate the major areas of inquiry, the focused interview allows for deeper probing of significant questions than the standard interview with set questions.¹⁵ Depending on the response of the subjects, the focused interview is flexible in the case where more detailed information is required.

For the interview to remain:

....essentially value free while structured in a way which assures both the consistency of questioning and the opportunity to focus on specific areas;...¹⁶

four criteria should be satisfied; nondirection, specificity, range, depth and personal context.¹⁷

A nondirective approach gives the subject an opportunity to express himself about matters of central significance to him rather than those presumed to be important by the interviewer.¹⁸

In nondirective interview questions, the interviewee must have the opportunity to discuss the areas of central significance to him rather than the areas deemed to be important to the investigator. Questions should remain stimulus and response free. To test H_01 , the sample of SWOSSA administrators were asked to comment on the present working objectives of SWOSSA. This procedure permits the administrator to present his or her opinions on working objectives. Conversely, a directive approach to questioning would have entailed the specification of working objectives by the investigator, such as, "Is a present working objective of SWOSSA interschool sports programs to improve the fitness of participants?". Nondirection controls for the possibility of the investigators bias being injected into the subjects response.

By probing into the meaning of initial interview responses, a more indepth understanding of the situation can be obtained.¹⁹ As the function of operational or behavioral objectives is to communicate the specific meanings of objectives, the initial question of the

interview was subsequently followed by a series of questions in which the respondent was requested to elucidate on the meaning of each avowed working objective. The specific questions designed to elicit the specific meanings were:

- (1) identify the role of SWOSSA in achieving this objective;
 - (2) how should students behave to demonstrate that this objective has been achieved?;
 - (3) can a dimension of quality and/or quantity be associated with each objective?;
 - (4) specify the minimum levels of acceptable performance and
 - (5) identify the means by which the objectives can be obtained.
- When questions are designed to probe the meanings and definitions of the situation, the specificity criteria of the focused interview is satisfied.

Adhering to the rule of maximizing the range of an interview necessitates that respondents have the opportunity to either confirm or refute anticipated findings, expand on unanticipated responses and suggest interpretations of findings.²⁰ The interview sample of SWOSSA administrators were questioned in such a manner that the analysis of responses could either confirm or refute the test hypothesis that a significant difference exists between the frequency of alternative and formal objectives. When working objectives were identified, respondents were able to expand on their answers through the series of questions relating to the criteria of operational and/or behavioral objectives which also lends further support for the interpretation of the meanings of the working objectives.

To ensure the depth and personal context of the interview, two techniques were emphasized in the interview schedule: In the opening statements by the interviewee, each respondent was informed that because of their knowledge, experience and expertise in the administration of interschool sports programs, their feeling regarding the working objectives would be a valuable input to OFSAA. Secondly, after respondents commented on the first question, the interviewer restated her interpretation of the response in the following form:

Please tell me if I am interpretating your response correctly. The working objectives for SWOSSA interschool sports programs are....Would you care to add to, delete or modify my interpretation of your response?

The value of this restating procedure is emphasized by Short and Innes:

By rephrasing emotionalized attitudes, the interviewer implicitly invites progressive elaboration and enhances rapport, since he makes it clear he fully "understands" and "follows" the informant.²¹

The sample of thirty SWOSSA administrators were sensitized to the purpose of this interview through a telephone call to set up appointment times for an interview session. This proved to be a valuable procedure as most subjects had carefully considered their working objectives and verbalized their comments with ease.

The operational/behavioral phase of the interview also served as a check to ensure that the objectives being espoused were the perceived working objectives of the subject. When respondents were able to describe the

means they employ to reach the various objectives, it was assumed that their responses were valid indicators of the end states being sought.

Analysis of Policies, Decisions, and Financial Allocation

Policy making, planning and decision making reflect the working objectives of an organization as they are the processes by which efforts are coordinated to achieve organizational objectives. Statements of policies and decisions made by SWOSSA administrators were found in the SWOSSA constitution which was revised in June 1974, and the minutes of SWOSSA meetings from 1974-1975.

To analyze whether the working objectives, as deduced from these documents, correspond to the formal objectives of OFSAA, a word association content analysis was applied to the statements of policy and decisions regarding SWOSSA interschool sports (see Treatment of Policy Data).

There are limitations in utilizing the analysis of policies as a reflection of working objectives. As Herbert Simon has noted a policy may be formulated to satisfy a number of conditions as opposed to one condition.²² Therefore, SWOSSA policies may be designed to ensure the attainment of multiple working objectives. In order to determine whether the policies are directed toward the formal or alternative objectives, the statements will initially be categorized in these two groups and then

broken down according to the objective that the policy is most directly associated with. The categories should not be considered as absolute distinctions because policies which are associated with particular objectives may also be designed to ensure the achievement of objectives which are further along the means-ends hierarchy. The reader should be aware that the purpose of the policy frequency distribution is to generally illustrate whether the efforts of SWOSSA administrators have shifted from the formal objectives and is not intended to signify the importance of one objective over another.

Etizioni suggests that the allocation of financial resources indicates a direction of effort toward a desired state of affairs.²³ A descriptive analysis of the SWOSSA budget was carried out to reveal the end states toward which financial resources are allocated.

Questionnaire

The delphi questionnaire process allows groups to reach sound decisions by evaluating group satisfaction with given alternatives. Practical uses include establishing organizational objectives.²⁴

Essentially, the delphi decisioning technique is a method of arriving at group consensus without bringing members of the group together. The assumption underlying this method is that the difficulties associated with large group decision making such as domination by individuals, personality pressures and lack of attendance can be avoided.²⁵ An experiment was conducted by Van de Ven

and Delbecq on the effectiveness of decision making in discussion groups, in a nominal structured format and by the delphi technique where there is no face-to-face encounter. The authors concluded that the nominal and delphi approaches were more effective than conventional discussion groups in contributing ideas that were qualitatively and quantitatively satisfactory to the group.²⁶

The first step in implementing the delphi procedure is to list the opinions of experts about an area of common concern. In this study, the priorities placed on objectives as identified by the verbal responses of SWOSSA administrators and the subsequent analysis of policies, decisions and resource allocation were the items to be considered. The objectives identified from the interview, document analysis, and formal objectives were listed and distributed to the population of SWOSSA administrators who were instructed to rank the importance of the items on a five point scale ranging from "most important" to "least important" (see Appendix D). Subjects were requested to read the list of objectives for interschool sports programs and then check each objective once according to the priority of the objective for SWOSSA and its affiliates based on present financial and human resource constraints. The third round in eliciting group consensus is for the group to specify reasons for either remaining outside group consensus or agreeing with the majority

after viewing the ranks of other group members.²⁷ This phase was modified in the survey questionnaire as SWOSSA administrators were not exposed to the previous rankings of the group but were requested to expand on the meaning of the objectives selected as "most important" and specifying which level of competition was necessary for the attainment of objectives (see Appendix D).

Content validity was established for the questionnaire instrument as the working objectives determined from the analysis of the interview and policy statements became the items for Part I of the questionnaire. All the formal objectives were also included as questionnaire items. It was not within the practical limits of this survey to establish the reliability of the questionnaire instrument.

Collection of the Data

Verbal approval for this project was received from Miss Helen Gurney, who is an Educational Officer with the Special Projects Branch, Mr. Bev Goulding, who is the Executive Secretary of OFSAA and Mr. Ted Emmerson the Executive Secretary of SWOSSA.

Interview

Once permission was granted to carry out the study, thirty SWOSSA administrators were randomly selected using a table of random numbers.²⁸ Each administrator was subsequently telephoned to make appointments for an interview. The appointment schedule to obtain consent for

an interview is contained in Appendix E.

Upon the day of a scheduled interview, a Sony tape recorder, Memorex tapes, and the interview schedule were taken to the schools where the interviews were conducted. A tape recording was retained for future analysis of the interview content.

Policy Statements

A copy of the SWOSSA constitution, the minutes of SWOSSA meetings from 1974-1975, and the 1974-1975 SWOSSA Treasurer's Report were obtained upon request from Mr. Ted Emmerson, the Secretary Treasurer of SWOSSA.

Questionnaire

A letter acknowledging the purpose of the questionnaire (see Appendix C) along with Part I and Part II of the modified delphi questionnaire were placed in manilla envelopes and addressed to the population of SWOSSA administrators. A notice was attached to the front of each envelope which requested each subject to complete Part I and Part II and either bring the completed forms to turn in at the 14th Annual SWOSSA meeting, June 12, 1976 at the University of Windsor or, if the individual was unable to attend the meeting, to return the forms in the self addressed stamped envelope. Anonymity of response was ensured as subjects were asked to check the identification questions on Part I and Part II according to the role and association of the respondent and not by

name. A follow up letter was distributed to subjects ten days after the questionnaire was sent as a reminder to SWOSSA administrators to complete and return the questionnaire.

Treatment of the Data

Interview Data

The data from the tape recordings was transcribed onto interview data code sheets (see Appendix E₁) for each subject. For the analysis of Ho₁, a content analysis involving word association was conducted to assign the verbal data from the first question of the interview schedule into categories. The two categories of working objectives were labelled as formal objectives and alternative objectives.

If administrators expressed words other than to improve health, fitness, general welfare, to engage a maximum number in the administrative and active areas of the program, to promote creditable academic progress or to contribute to the general educational program, the statement was categorized under alternative objectives. The assumption underlying this word association analysis technique is that SWOSSA administrators should verbalize the key words of the formally stated objectives, as evidence that working objectives correspond to the formal objectives. In addition, the resulting categorizations of objectives were shown to Mr. N. A. Beach, OFSAA Executive Secretary (1958-1971) who was responsible for the formulation

of the formal objectives, to ensure that the objectives placed in the alternative category were in fact working objectives which did not correspond to the original formal objectives.

From the interview code sheets, a frequency distribution of the responses was tabulated according to the number of times each objective was repeated. This information, along with an analysis of each response according to the role and association of the respondent and the verbatim responses regarding operational and behavioral dimensions of each objective was entered on file cards (see Appendix E₂). A frequency distribution was then transformed onto a master file card (see Appendix E₃). The records of the interview data permitted statistical and descriptive analysis.

Policy Data

Categories were defined according to the working objectives that the various policy statements were designed to achieve. The various policy statements were categorized under the formal and alternative objectives depending on the description of the means of attaining working objectives from the interview phase of the survey as well as through word association (see Appendix F). For example, the SWOSSA administrators who elicited the formal objective "To improve the health of individuals in the program" as a working objective described one method of attaining this objective as to keep injuries of the

participants to a minimum. Therefore, any policy dealing with player injuries was categorized as evidence that improving health is a condition being sought by SWOSSA administrators. If a formal objective was not verbalized as a working objective, the criterion for linking policies to the objective was through word association with each objective.

A record of the policies was entered on file cards under each objective (see Appendix F₁). In addition, a master card contained the frequency distribution of the number of policies per objective (see Appendix F₂).

Questionnaire Data

Questionnaire data including the role and association of respondents as well as the ranking of importance of the objectives was coded, and IBM keypunched onto Fortran Statement data cards. The data was subsequently programmed for SPSS computer analysis (Statistical Package for the Social Sciences) to be run at the University of Windsor Computer Center. A frequency distribution of the responses along with graphic display of the results in the form of histograms was requested in the computer program (see Appendix G).

The data from Part II of the questionnaire, in which respondents were requested to expand on the meaning of the objectives and signify the behavior that student athletes and SWOSSA should display in relation to the objectives selected as "Most Important" in Part I, was

transferred onto questionnaire data code sheets. Data regarding the level of competition necessary for the objective to be achieved was key punched with the data from Part I on Fortran Statement Data Cards to obtain a frequency distribution.

Combining Data from the Interview
and Questionnaire Regarding
the Operational and
Behavioral Data

To analyze the data received in the interview and questionnaire regarding the expanded meanings of the objectives, responses were organized according to the role of SWOSSA, referred to as the operational dimension, and desired student behaviors, which is the behavioral dimension.

The operational data of each objective was tabulated under the following headings:

1. The identification of the area of activity in which the accomplishment is to occur.
2. Specification of a level of achievement.
3. Identification of the means by which the objective can be achieved.

Behavioral data was organized according to:

1. Student behavioral outcomes.
2. Additional conditions under which the behavior is expected to occur.
3. A description of how well the learner must perform.

The verbatim responses were recorded using the above operational and behavioral models (see Table 12). The data was subsequently summarized and interpreted in Chapter 4.

Statistical Analysis

The data obtained from the analysis of the main problem and sub problems was in the nominal and ordinal form. As these forms of data do not meet the computational assumptions of parametric statistics, the data was subjected to the nonparametric statistics of the Chi Square one sample test and the Kolmogorov-Smirnov one sample test.

The Chi Square (χ^2 corrected for continuity) was employed to test H_{01} and H_{02} to determine whether there was a significant difference between the frequency of formal and alternative objectives from the analysis of interview and policy document data respectively. The Chi Square one sample test is:

Of the goodness-of-fit type in that it may be used to test whether a significant difference exists between an observed number of objects or responses falling in each category and an expected number based on the null hypothesis.²⁹

An alpha level to determine the region of rejection of the hypotheses was set at .05. The choice of the level of significance depends on the consequences of rejecting H_0 when in fact H_0 is true. The .05 alpha level was selected in favor of the possibility of experiencing a Type I error where H_0 is falsely rejected, rather than a Type II error where H_0 is not rejected when in fact H_a is true. The latter type of decision error may discourage further research in the area.

From the frequency distribution tabulated by SPSS computer analysis on the ranking of the importance

of the various statements of objectives from Part I of the questionnaire, the data was in the appropriate form to be analyzed by the Kolmogorov-Smirnov one sample test. Like the Chi Square, the Kolmogorov-Smirnov test is a test of goodness-of-fit but it is more powerful as individual observations are treated separately and therefore information need not be lost in the combining of categories. The test involves:

...specifying the cumulative frequency distribution which would occur under the theoretical distribution and comparing that with the observed cumulated frequency distribution.³¹

The alpha level for this analysis was set at .05. The Kolmogorov-Smirnov test treats the ranking of each objective independently and determines whether a significant difference exists in the way the group ranks each objective on a five point scale of importance. In order to speculate as to where the significant difference is occurring, inspection of histograms which graphically displays the frequency distribution of each objective was utilized. As twenty per cent of the response is expected to fall into each of the five categories of importance based on the null hypothesis, a description of differences can be based upon where the percentages appear to be grouped. When an accumulation of responses appears at the "Most Important" point, the priorities of the various objectives can be compared by arranging the objectives in descending order. To enhance the decision regarding the priorities of objectives, the analysis of adjusted frequencies in

the "High Importance" category will lend support to the choice of priorities.

As mentioned previously, the data on the behavioral and operational dimensions was not subjected to statistical analysis but was listed according to the criteria for definitions of working objectives. Note Figure 8 for a flow diagram of the methodology utilized in this study.

FIGURE 8

METHODOLOGY

Instrument:	Interview*	Policy Documents	Questionnaire
Purpose:	<ul style="list-style-type: none"> -to identify working objectives -to identify behavioral dimensions of working objectives 	<ul style="list-style-type: none"> -to identify working objectives 	<ul style="list-style-type: none"> -establish priorities -to identify behavioral dimensions of working objectives
	<ol style="list-style-type: none"> 1. Analysis of problem 2. Statement of hypotheses 3. Formulation of general open-ended questions 4. Selection of subjects 5. Contact subjects 6. Actual interview 7. Transcription of data 8. Content analysis of data 9. Categorization of responses 10. Frequency distribution of responses 11. Chi Square statistical analysis 12. Description of qualitative data 	<ol style="list-style-type: none"> 1. Statement of hypotheses 2. Collect sources of data 3. Constitution, bylaws and playing regulations 4. Minutes of meetings 5. Financial records 6. Content analysis of data 7. Categorization of statements 8. Chi Square statistical analysis 	<ol style="list-style-type: none"> 1. Statement of hypotheses 2. Construction of questionnaire (Part I and Part II) 3. Distribution of questionnaire to the population 4. Collection of questionnaire 5. Follow up letter 6. Transformation of data onto computer cards 7. Frequency distribution and histograms programmed via SPSS 8. Kolmogorov-Smirnov statistical analysis 9. Description of histogram 10. Description of qualitative data

*Interview methodology adapted from Short and Innes

FOOTNOTES--CHAPTER III

- ¹Frederick Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, 1964), p. 406.
- ²Ibid., p. 408.
- ³Amitai Etzioni, Modern Organizations (New Jersey: Prentice-Hall, 1964), p. 6.
- ⁴Ibid., p. 6.
- ⁵Ibid., p. 6.
- ⁶S. F. Love, "Resource Allocation by the Delphi Decision Process," Optimum 6 (1975), p. 39.
- ⁷Constitution of SWOSSA, June 1974.
- ⁸Ibid., p. 3.
- ⁹Ibid., p. 3.
- ¹⁰Ibid., p. 5.
- ¹¹Ibid., p. 15.
- ¹²Raymond Bauer and Kenneth Gergen (eds.), The Study of Policy Formation (New York: The Free Press, 1968), p. 222.
- ¹³George Short and Cam Innes, "The Focused Interview As A Tool of Historical Research" Proceedings of the Second Canadian Symposium on the History of Sport and Physical Education (The University of Windsor, 1972), p. 239.
- ¹⁴Ibid., p. 238.
- ¹⁵Merton and Kendall, "The Focused Interview" American Journal of Sociology (May 1946), pp. 542-544.
- ¹⁶Marge Holman, "Change Agent Research As A Tool for the Study of Parental Roles in Little League Baseball" (Unpublished Masters Thesis, Wayne State University, 1973).
- ¹⁷Merton and Kendall, "The Focused Interview," pp. 542-544.
- ¹⁸Short and Innes, "The Focused Interview," p. 234.
- ¹⁹Ibid., p. 235.
- ²⁰Merton and Kendall, "The Focused Interview," p. 541.

- 21 Short and Innes, "The Focused Interview," p. 237.
- 22 Herbert Simon, "On the Concept of Organizational Goal" Studies in Managerial Process and Organizational Behavior Turner, Filley and House (eds.) (Glenview: Scott, Foresman and Co., 1972), p. 154.
- 23 Etzioni, Modern Organizations, p. 6.
- 24 Love, "Resource Allocation," p. 39..
- 25 Andrew Vande Ven and Andre Delbecq, "The Effectiveness of Nominal, Delphi, and Interacting Group Decision Making Processes" Academy of Management Journal Vol. 17 (December 1974), p. 605.
- 26 Ibid., p. 605.
- 27 Ibid., p. 609.
- 28 George Mouly, The Science of Educational Research (New York: American Book Co., 1963), pp. 179-180.
- 29 S. Seigel, Non-parametric Statistics (New York: McGraw-Hill Book Company, 1956), p. 43.
- 30 Ibid., p. 3.
- 31 Ibid., p. 48..

CHAPTER IV

Results: Analysis and Interpretation

The results will be discussed in relation to the main problem and sub problems of this study. The analysis of the present working objectives of SWOSSA administrators as extracted from the focused interview and the policy documents will be presented in the first section. In the second section, the data from Part I of the questionnaire regarding the priorities of the formal and alternative objectives will be analyzed. The third section will contain the findings from the interview and Part II of the questionnaire on the behavioral and operational components of the working objectives.

Analysis of Working Objectives

In Table 1 the interview sample is described by the various roles that the subjects assume in the administration of SWOSSA interschool sports as well as by the association to which the subjects belong. Two subjects in the initial sample were not interviewed as one individual was unable to keep the interview appointment and the second individual did not grant permission for an interview. Therefore, an additional two subjects were selected from the random sample of fifty administrators

TABLE 1

Interview Sample of SWOSSA Administrators

Role in SWOSSA	SWOSSA ASSOCIATIONS			TOTAL
	WSSA	ECSSA	KCSSA	
Principal	1	1	0	2
Board of Directors	2	0	0	2
Officer/Principal	0	1	1	2
Girls' Department Head	4	0	2	6
Girls' Head/Convenor	0	2	0	2
Boys' Department Head	5	2	2	9
Boys' Head/Convenor	0	2	1	3
Girls' Head/Board of Directors	1	0	0	1
Boys' Head/Board of Directors	0	1	1	2
Convenor	0	0	1	1
TOTALS	13	9	8	30

to bring the total number of interview subjects to thirty.

Subjects elicited a range from two to six working objectives in an interview session; the average being four objectives per subject. As presented in Table 2, a total of twenty-four objectives were identified as the working objectives being sought in SWOSSA inter-school sports programs. Of the original formal objectives, three of seven were mentioned which accounted for 3.57 percent of the total responses. Twenty-one objectives did not correspond to the formal objectives with 96.43 percent of the responses being distributed over these alternative objectives. To determine whether the observed frequency distribution of the formal and alternative objective categories was significantly different from the expected frequency distribution based on H_{01} , the Chi Square one sample statistical test was computed (see Table 3). The Chi Square value of 94.7232 was statistically significant (P less than .001) which permits the rejection of H_{01} in favor of H_{a1} that: when SWOSSA administrators were asked to verbalize the objectives that they are presently pursuing there is a significant difference between the frequency of response of formal and alternative objectives.

The most frequently elicited objectives were: "to provide an enrichment program" (14.2857 percent) and "to provide the opportunity for socialization" (14.2857 percent). "To improve skill" (8.0357 percent), "to encourage good sportsmanship" (7.1429 percent), and "to establish

TABLE 2

FREQUENCY OF WORKING OBJECTIVES FROM INTERVIEW RESPONSE

Type of Objective	Statement of the Objective	Frequency of Response	Frequency in Percent of the Total Responses
1. Formal	To improve the health of individuals in the program.	1	.8929
2. Formal	To improve the fitness of individuals in the program.	2	1.7857
3. Formal	To improve the general welfare of individuals in the program.	0	0
4. Formal	To engage a maximum number of students in the administrative areas of the program.	1	.8929
5. Formal	To engage a maximum number of students in the active areas of the program.	0	0
6. Formal	To stimulate all participants to achieve creditable academic progress as a prerequisite of participation.	0	0
7. Formal	To stimulate all participants to make a contribution to the general educational program.	0	0
8. Alternative	To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.	16	14.2857

TABLE 2--Continued

Type of Objective	Statement of the Objective	Frequency of Response	Frequency in Percent of the Total Responses
9. Alternative	To provide the opportunity for socialization.	16	14.2857
10. Alternative	To increase financial support to member schools.	2	1.7857
11. Alternative	To provide competition between athletes of similar abilities.	5	4.4643
12. Alternative	To provide a challenge for the exceptionally skilled athlete.	4	3.5714
13. Alternative	To promote interest of all the students in interschool sports.	4	3.5714
14. Alternative	To promote fair play.	5	4.4643
15. Alternative	To provide SWOSSA competition as a reward for outstanding achievement at the league level.	5	4.4643
16. Alternative	To establish a close relationship between the various schools in South Western Ontario.	7	6.2500
17. Alternative	To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.	1	.8929

TABLE 2--Continued

Type of Objective	Statement of the Objective	Frequency of Response	Frequency in Percent of the Total Responses
18. Alternative	To increase discipline by coaches.	1	.8929
19. Alternative	To produce a winning team.	6	5.3571
20. Alternative	To improve the skill level of participants.	9	8.0357
21. Alternative	To encourage good sportsmanship.	8	7.1429
22. Alternative	To prepare participants emotionally for later life.	2	1.7859
23. Alternative	To put less emphasis on interschool competition and more on intramurals.	2	1.7859
24. Alternative	To provide student athletes with the opportunity to continue on to the Olympics.	1	.8929
25. Alternative	To prepare student athletes physically so that they will continue to participate in life time activities.	2	1.7859
26. Alternative	To provide a learning experience for the student athlete.	5	4.4643

TABLE 2--Continued.

Type of Objective	Statement of the Objective	Frequency of Response	Frequency in Percent of the Total Responses
27. Alternative	To encourage standards of excellence.	3	2.6786
28. Alternative	To encourage fun and enjoyment.	4	3.5714
	Formal Objectives (three of seven mentioned)	4	3.5714
	Alternative Objectives (twenty-one identified)	108	
	Total Number of Identified Working Objectives (twenty-four identified)	112 Responses	100%

TABLE 3
CHI SQUARE STATISTICAL ANALYSIS
OF INTERVIEW DATA

	Working Objectives	
	Formal	Alternative
Observed (fo)	4	108
Expected (fe)	56	56

χ^2 corrected for continuity = 94.7232

$\chi^2 = 94.7232$, $df = 1$, $p < .001$

a close relationship between the various schools in South Western Ontario" (6.2500 percent) were identified as being working objectives. For the percent response of the additional alternative objectives refer to Table 2. Of the formal objectives which were equated with present working objectives, "to improve health" and "to engage a maximum number of students in the administrative areas of the program" were elicited once (0.8929 percent).

To establish the objectivity of the resulting categorizations of formal and alternative objectives, Mr. N. A. Beach was shown the list of objectives. According to Mr. Beach, all but one of the objectives categorized as alternatives appear to be different from the formal objectives. The formal objective "to improve general welfare" and the alternative objective "to promote fun and enjoyment" were equated as representing the same conditions. However, as the terms in these objectives may connote different meanings, "to promote fun and enjoyment" was kept in the alternative objective category for further analysis. Mr. Beach commented that although the working objectives of SWOSSA members may not correspond with the formal objectives, all the objectives are educational in nature.¹

To substantiate the findings from the interview findings, policy statements in the general, bylaw and playing regulations sections of the SWOSSA constitution as well as minutes from SWOSSA meetings were examined.

As presented in Table 4, the majority of policies (97.45 percent) were associated with alternative objectives while 2.55 percent were directed toward the actualization of formal objectives. From the computation of the Chi Square statistical test, a significant difference at the .001 level of significance was found to exist between the expected and observed frequencies of alternative and formal objectives (see Table 5). Therefore, H_{02} was rejected in favor of H_{a2} .

Five statements referring to the formal objective "to improve health" included playing regulations in case of injury and the rule of not allowing student athletes to participate on community teams in addition to school teams or individual sports. Policies regarding athlete academic qualifications were categorized as evidence of "stimulating all participants to achieve creditable academic progress as a prerequisite of participation". "Students must be in attendance at least 75 percent of the regular school days and must be taking a schedule cycle which is not less than fifty percent of the school cycle minutes. The level of acceptable academic achievement is left to the discretion of the school principal who must certify each participant as being eligible. No policy statements were found which could be directly related "to improving fitness and general welfare", "engaging a maximum number of students in the active and administrative areas of the program", or "stimulating all participants to make a contribution

TABLE 4

Frequency of Working Objectives as Deduced from Policy Documents

Statement of the Objective	Description of Types of Policies Included as Being the Means of Attaining the Objectives	Constitution: General and Bylaws	Constitution: Playing Regulations	Minutes of Meetings	Total Frequency	Percent of Total
I. Formal Objectives						
A. To improve the health of individuals in the program.	Injury, eligibility rules on playing for non school teams, safety measures	0	5	0	5	1.1574
B. To improve the fitness of individuals in the program.	Conditioning, fitness tests	0	0	0	0	0
C. To improve the general welfare of individuals in the program.	General Welfare	0	0	0	0	0
D. To engage a maximum number of students in the administrative areas of the program.	Students, as managers, statisticians, scorekeepers, timers, officials, judges	0	0	0	0	0
E. To engage a maximum number of students in the active areas of the program.	Maximum number individuals active	0	0	0	0	0

TABLE 4--Continued

Statement of the Objective	Description of Types of Policies Included as Being the Means of Attaining the Objectives	Constitution: General and Bylaws	Constitution: Playing Regulations	Minutes of Meetings	Total Frequency	Percent of Total
F. To stimulate all participants to achieve creditable academic progress as a prerequisite of participation.	Academic eligibility, academic certification by Principal	6	0	0	6	1.3889
G. To stimulate all participants to make a contribution to the general educational program.	Contribution to the general educational program	0	0	0	0	0
II. Alternative Objectives						
A. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.	List of officers, government, representation and their duties; dates, locations, schedules, equipment, updating constitution	19	51	5	75	17.3611
B. To provide the opportunity for socialization.	Travel, billeting, pre and post competition, arrangements, develop friendships, co-operation with teammates	0	0	0	0	0

TABLE 4--Continued

Statement of the Objectives	Description of Types of Policies Included as Being the Means of Attaining the Objectives	Constitution: General and Bylaws	Constitution: Playing Regulations	Minutes of Meetings	Total Frequency	Percent of Total
C. To increase financial support to member schools.	Fees, expenses, honoraria	16	46	6	68	15.7407
D. To provide competition between athletes of similar abilities.	Age eligibility, school size eligibility, status of professional players	16	19	3	38	8.7963
E. To provide a challenge for the exceptionally skilled athlete.	Scheduling vs. other teams in successively more difficult competition	0	0	0	0	0
F. To promote interest of all the students in interschool sports.	Publicity, offering a wide range of activities.	25	0	0	25	5.7870
G. To promote fair play.	Eligibility rules, playing rules, officials penalties, protests	18	56	0	74	17.0000
H. To provide SWOSSA competition as a reward for outstanding achievement at the league level.	Award systems, playoff system into SWOSSA	19	33	0	52	12.0370

TABLE 4--Continued

Statement of the Objective	Description of Types of Policies Included as Being the Means of Attaining the Objectives	Constitution: General and Bylaws	Constitution: Playing Regulations	Minutes of Meetings	Total Frequency	Percent of Total
I. To establish a close relationship between the various schools in South Western Ontario.	Membership; meetings; league follow the rules of SWOSSA and OFSAA; defaults	12	5	2	19	4.3981
J. To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.	Activities available outside the school should not be sponsored by SWOSSA	0	0	0	0	0
K. To increase discipline by coaches.	Coaches must control behavior of participants	0	0	0	0	0
L. To produce a winning team.	Method of elimination or playoffs; declare representative for championships	2	47	0	49	11.3426
M. To improve the skill level of participants.	Improve fundamentals; team play; individual skills	0	0	0	0	0

TABLE 4--Continued

Statement of the Objective	Description of Types of Policies Included as Being the Means of Attaining the Objectives	Constitution: General and Bylaws	Constitution: Playing Regulations	Minutes of Meetings	Total Frequency	Percent of Total
N. To encourage good sportsmanship.	Penalties for rough play, abusive language, fighting, disrespect to officials.	14	3	0	17	3,9352
O. To prepare participants emotionally for later life.	Rules regarding conduct in winning and losing situations, co-operation responsibility	0	0	0	0	0
P. To put less emphasis on inter-school competition and more on intramurals.	Policies regarding intramurals	0	0	0	0	0
Q. To provide student athletes with the opportunity to continue on to the Olympics.	Policies for competition beyond OFSAA competition	0	0	0	0	0
R. To prepare student athletes physically so that they will continue to participate in life time activities.	Offer activities such as golf, curling, badminton, tennis	0	4	0	4	.9259

TABLE 4--Continued

Statement of the Objective	Description of Types of Policies Included as Being the Means of Attaining the Objectives	Constitution: General and Bylaws	Constitution: Playing Regulations	Minutes of Meetings	Total Frequency	Percent of Total
S. To provide a learning experience for the student athlete.	Knowledge of the game, rules, skills; attitudes; social abilities	0	0	0	0	0
T. To encourage standards of excellence.	Elimination of poor teams, successful teams compete	0	0	0	0	0
U. To encourage fun and enjoyment.	Policies regarding a de-emphasis on winning to promote fun; handling athletes with poor attitudes (sulking, etc.)	0	0	0	0	0
TOTAL:		147	269	16	432	100.0000
SUB TOTAL: FORMAL		6	5	0	11	2.5522
SUB TOTAL: ALTERNATIVE		141	274	16	421	97.4478

TABLE 5

CHI SQUARE STATISTICAL ANALYSIS
OF POLICY DATA

	Working Objectives	
	Formal	Alternative
Observed (fo)	11	421
Expected (fe)	216	216

χ^2 corrected for continuity = 387.2245

$\chi^2 = 387.2245$, $df = 1$, $p < .001$

to the general educational program". As some of these formal objectives were not elicited as working objectives in the interview phase, the criteria to associate policies to the objective was limited to word association.

According to SWOSSA administrators, providing an enrichment program of athletic participation beyond the regular classroom, necessitates the development of an organizational structure which includes leadership roles and responsibilities. The establishment of competition, schedules, dates, location and equipment requirements are examples of the policy statements which were also categorized under this objective.

Regulations which were formulated to ensure that fair play is promoted are the playing rules governing the various activities, procedures for the handling of protests and penalties, and the engagement of qualified officials.

A number of items concerning the financial status of SWOSSA such as the payment of fees, expenses, profits, admission fees and convenors honoraria were selected as evidence of attempting to improve finances.

SWOSSA administrators felt that one way to reward student achievement is to present awards to winning teams and individual competitors. The SWOSSA award system includes trophies, plaques, crests and bars. SWOSSA competition is also a reward for outstanding achievement at the WSSA, KCSSA and ECSSA. In order to produce a

winning team to qualify for SWOSSA playoffs, policies have been established regarding the elimination of teams from playoffs so that representatives can be declared.

Age and school size classifications are designed to group athletes with similar abilities for SWOSSA competition. Schools with a total enrollment of seven hundred and fifty-one and a boys or girls school with three hundred and seventy-six or more students are categorized as "AA", while smaller schools compete against one another in the "A" classification. Students are not eligible for SWOSSA competition if they are over twenty years old on September first of the school year, and competitors are are grouped in age categories such as Senior, Junior and Midget depending on the playing regulations of the activity. Players are permitted to compete in a higher classification but must continue in this level once he/she elects to play there. Another policy statement devised to "provide competition between athletes of similar abilities" is the rule regarding the professional status of players.

Any student who participates in an organized practice or game, at which, or from which he receives remuneration shall be ineligible for Secondary School competition in that sport for one year from the date of such participation.²

The means of establishing a close relationship between the schools in South Western Ontario include policies regarding school membership, the frequency and number of meetings between association representatives and convenors, and the standardizing of policies between

OFSAA, SWOSSA and WSSA, KCSSA, ECSSA.

Rules have been formulated to control for unsportsmanlike conduct by players in SWOSSA competition. Penalties for infractions such as rough play, fighting and abusive language or actions directed at officials, and playing regulations regarding game etiquette were classified as evidence that a working objective of SWOSSA is to encourage good sportsmanship.

Publicity is one method of directly promoting interest of all students in the interschool sports program. Interest is also promoted by offering a variety of activities throughout the school term to cater to the varying needs of student. Bylaw 4 in the SWOSSA constitution contained a list of the activities offered by SWOSSA.

Participation in lifetime activities such as golf, curling, badminton and tennis are believed to physically prepare student athletes to continue participating in sport after high school, according to SWOSSA administrators.

In order to provide a challenge for the exceptionally skilled student athlete, a schedule of competition that becomes successively more difficult is required. Although no policies could be directly related to this objective, the methods of producing a winning team were described as being one of the means of providing a challenge. Encouraging standards of excellence also necessitates a playoff structure where successful competitors can continue to compete. Providing an enrichment program

in which winners are declared as representatives for further competition are the means of achieving this end.

Knowledge of the rules, skill and strategies of the game along with the development of desirable attitudes and social skills suggests that a learning experience occurs through participation in interschool sports. The control of unsportsmanlike conduct may be one way of achieving a learning experience which can also be associated with increasing discipline by coaches.

Bringing student athletes together by providing an enrichment program of competition and establishing a close relationship between WSSA, KCSSA, and ECSSA can encourage socialization. No policy statements were directed towards the alternative objectives of improving skill, promoting fun and enjoyment, preparing student athletes emotionally, promoting intramurals and offering activities that are not available in the community.

Some of the working objectives can become the means of attaining other ends. Although policies could not be directly associated with objectives further along the means-end hierarchy, the analysis of policy documents demonstrate that the majority of policies are directed toward alternative objectives.

SWOSSA finances (see Table 6) are allocated in a number of areas so that an enrichment program can be conducted such as the Secretary Treasurer's honorarium, office supplies, audit fees, phone and postal services.

TABLE 6

SOUTH WESTERN ONTARIO SECONDARY SCHOOLS' ASSOCIATION

TREASURER'S REPORT

FOR THE FISCAL YEAR MAY 1, 1974 TO APRIL 30, 1975

Comparative

	<u>1973-74</u>	<u>1974-75</u>
Balance in Bank at start of fiscal year	\$ 786.86	\$ 944.18
<u>INCOME</u>		
Fees from Member Schools	\$4,649.74	\$4,426.58
Basketball	210.10	nil
Bank Adjustments	8.66	5.00
Hockey	N/A	608.42
Football	nil	21.00
Soccer		26.25
TOTAL INCOME	<u>\$4,868.50</u>	<u>\$5,087.25</u>
	<u>\$5,655.36</u>	<u>\$6,031.43</u>
<u>EXPENDITURES</u>		
Bank Service Charges & Exchange	6.00	5.80
Secretary-Treasurer's Honourarium	900.00	900.00
OFSAA Fees	994.00	969.00
Audit Fee - E. Johnston	nil	20.00
Trophies & Awards	917.49	808.06
Office Supplies	69.21	54.48
Director's Travel Exp.	66.51	58.50
Phone & Postage	105.37	123.42
Miscellaneous	257.50	730.45
Football	10.00	nil
Tennis	51.00	50.00
Volleyball	181.47	229.08
Soccer	60.96	nil
Track & Field	446.14	500.05
Badminton	141.34	186.24
Wrestling	141.47	377.30
Cross Country	46.00	77.00
Golf	10.00	35.00
Gymnastics	91.77	459.11
Curling	14.95	35.00
Basketball	nil	40.43
OFSAA Hockey Tournament	200.00	nil
TOTAL EXPENDITURES	\$4,711.18	\$5,658.92
Balance in Bank at April 30	<u>944.18</u>	<u>372.51</u>
	<u>\$5,655.36</u>	<u>\$6,031.43</u>

OFSAA fees and the directors travel expenses are evidence of an attempt to establish a closer relationship between the various interschool associations. Expenditures on SWOSSA activities include judges, officials and referees fees, entry fees, travelling expenses, facility rentals and awards. The payment of officials fees is intended to promote fair play, entry fees are necessary to increase SWOSSA finances, travelling expenses can provide the opportunity for socialization, facilities rentals are necessary for the enrichment program to occur and the purchasing of awards is associated with providing SWOSSA competition as a reward for achievement at the league level.

From the analysis of the interviews of SWOSSA administrators, SWOSSA policy documents, and financial allocation, working objectives do not correspond to the formal objectives established to guide interschool sports.

Priorities of the Objectives

Of the one hundred and twenty-three questionnaires which were distributed to the population of SWOSSA administrators, eighty-one questionnaires (65.85 percent) were completed and returned in a useable form (see Table 7).

From the computation of the Kolmogorov-Smirnov (Table 8) statistical test, a significant difference in the way SWOSSA administrators ranked the importance of each objective was detected at the .01 level of significance for eighteen of twenty-one alternative objectives and four of seven formal objectives. Differences at the .05 level of

TABLE 7
Total Number of Administrators in the Questionnaire Sample

Role of SWOSSA Administrators	WSSA		ECSSA		KCSSA		TOTAL	
	Sent	Ret'n	Sent	Ret'n	Sent	Ret'n	Sent	Ret'n
Board of Directors	4	4	3	2	3	0	10	6
Officer/Principal	1	1	1	0	1	1	3	2
Principal	12	4	7	6	11	8	30	18
Girls Dept. Head	11	10	6	4	10	9	27	23
Boys Dept. Head	13	10	5	5	6	3	24	18
Convenor	8	3	6	2	5	5	19	10
Convenor and Girls Dept. Head	0	0	2	0	1	0	3	0
Convenor and Boys Dept. Head	0	0	2	1	3	2	5	3
U. of Windsor Rep., St. Clair Rep.	—	—	—	—	—	—	2	1
	49	32	32	20	40	28	123	81

Total Return 81
Total Return (Percent) 65.85%

TABLE 8

KOLMOGOROV-SMIRNOV STATISTICAL TEST
TO DETECT FREQUENCY OF RESPONSE
DIFFERENCES ON A FIVE POINT
SCALE OF IMPORTANCE

Statement of Objective	D Value	Significance Level
Formal Objective: To improve the health of individuals in the program.	.1367	not significant
Formal Objective: To improve the fitness of individuals in the program.	.2625	.01
Formal Objective: To improve the general welfare of individuals in the program.	.2025	.01
Formal Objective: To engage a maximum number of students in the active areas of the program.	.2148	.01
Formal Objective: To engage a maximum number of students in the administrative areas of the program.	.2625	.01
Formal Objective: To stimulate all participants to achieve creditable academic progress as a prerequisite of participation.	.1654	.05
Formal Objective: To stimulate all participants to make a contribution to the general educational program.	.1375	not significant
Alternative Objective: To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.	.4125	.01
Alternative Objective: To provide the opportunity for socialization.	.2765	.01
Alternative Objective: To increase financial support to member schools.	.4590	.01

TABLE 8--Continued

Statement of Objective	D Value	Significance Level
<u>Alternative Objective: To encourage fun and enjoyment.</u>	.4025	.01
<u>Alternative Objective: To provide competition between student athletes with similar abilities.</u>	.5506	.01
<u>Alternative Objective: To provide a challenge for the exceptionally skilled athlete.</u>	.4375	.01
<u>Alternative Objective: To provide SWOSSA competition as a reward for outstanding achievement at the league level.</u>	.2889	.01
<u>Alternative Objective: To establish a close relationship between the various schools in South Western Ontario.</u>	.1630	.05
<u>Alternative Objective: To increase discipline by Coaches.</u>	.2000	.01
<u>Alternative Objective: To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.</u>	.1610 ^a	.05
<u>Alternative Objective: To promote the interest of all students in interschool sports.</u>	.2765	.01
<u>Alternative Objective: To promote fair play.</u>	.4025	.01
<u>Alternative Objective: To produce a winning team.</u>	.2198	.01
<u>Alternative Objective: To improve the skill level of participants.</u>	.3175	.01
<u>Alternative Objective: To provide student athletes with the opportunity to continue on to the Olympics.</u>	.2228	.01
<u>Alternative Objective: To prepare student athletes physically so that they will continue to participate in life time activities.</u>	.3231	.01

TABLE 8--Continued

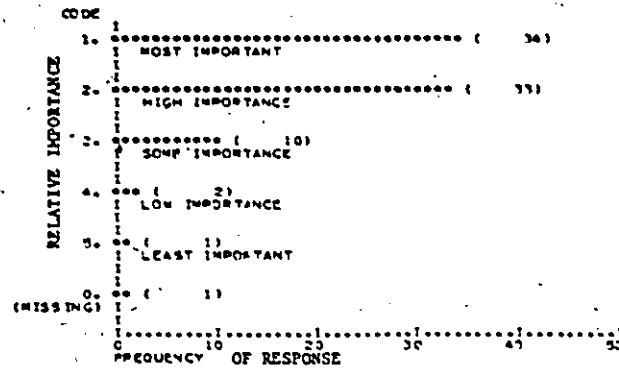
Statement of Objective	D Value	Significance Level
Alternative Objective: To encourage good sportsmanship.	.4519	.01
Alternative Objective: To prepare participants emotionally for later life.	.2765	.01
Alternative Objective: To put less emphasis on inter-school competition and more on intramurals.	.1231	not significant
Alternative Objective: To provide a learning experience for the student athlete.	.3877	.01
Alternative Objective: To encourage standards of excellence.	.4395	.01

significance were found for the alternative objectives of establishing a close relationship between the various schools, offering competition which is not available in the community, as well as for the formal objective concerning creditable academic progress. The frequency distribution of the relative importance for placing more emphasis on intramurals, improving health and stimulating participants to make a contribution to the general educational program were not found to be significant within the accepted alpha level of .05.

To describe where the significant difference in the ranking is occurring, reference will be made to the frequency histograms contained in Table 9. In descending order (see Table 10), the objectives which were most frequently ranked in percent as "Most Important" are; to provide a challenge, to provide competition for similar abilities, to provide an enrichment program, to encourage standards of excellence, to promote fair play, to encourage fun and enjoyment, to provide a learning experience and to improve skill. Group consensus as to the relative importance of the above objectives is further substantiated by the frequency in which each statement was also ranked in the "High Importance" category. When the frequency percentages of the "Most Important" and "High Importance" categories are accumulated (see Table 10) over eighty percent of the responses were allotted to these "Most Important" objectives. To provide a learning experience (76.5 percent)

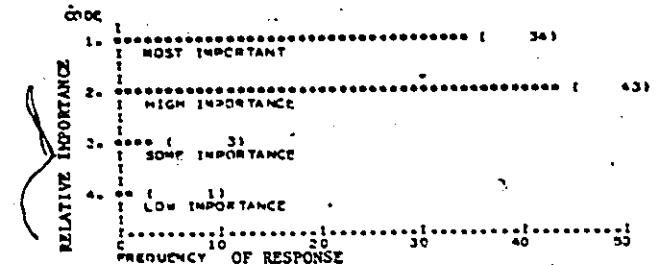
COMPUTER PROGRAM
Frequency Histograms of the Relative Importance
of the Formal and Alternative Objectives

08/06/76 To provide a challenge
for the exceptionally
skilled athlete. CREATED 08/06/76



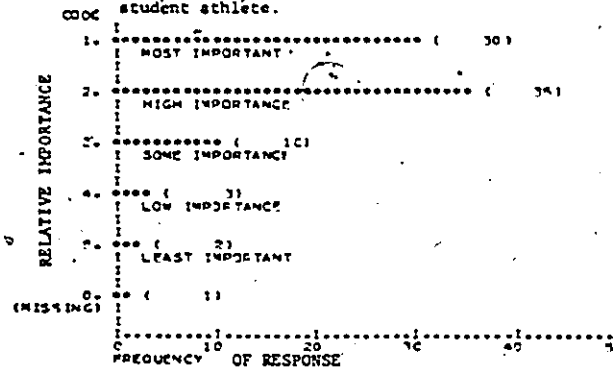
MEDIAN 1.462 MODE 1.000
MINIMUM 1.000 MAXIMUM 5.000
VALID CASES 60 MISSING CASES 1

08/06/76 To provide competition
between athletes of
similar abilities. CREATED 08/06/76



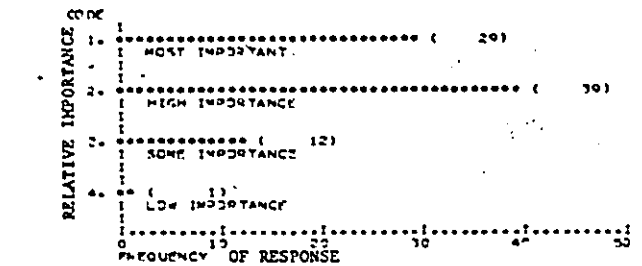
MEDIAN 1.451 MODE 2.000
MINIMUM 1.000 MAXIMUM 4.000
VALID CASES 81 MISSING CASES 0

08/06/76 To provide an enrichment
program of athletic
participation beyond the
regular classroom for the
exceptionally skilled
student athlete. CREATED 08/06/76



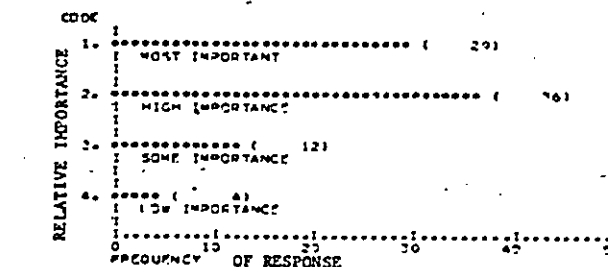
MEDIAN 1.766 MODE 2.000
MINIMUM 1.000 MAXIMUM 5.000
VALID CASES 70 MISSING CASES 1

08/06/76 To encourage standards of
excellence. CREATED 09/06/76



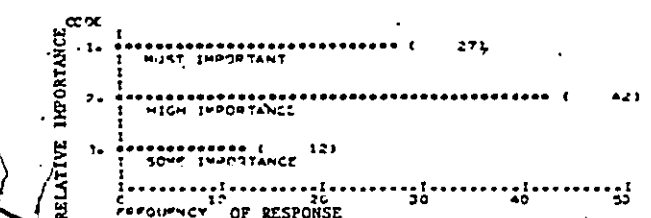
MEDIAN 1.765 MODE 2.000
MINIMUM 1.000 MAXIMUM 4.000
VALID CASES 81 MISSING CASES 0

08/06/76 To promote fair play. CREATED 09/06/76



MEDIAN 1.819 MODE 2.000
MINIMUM 1.000 MAXIMUM 4.000
VALID CASES 81 MISSING CASES 0

08/06/76 To encourage good
sportsmanship. CREATED 09/06/76



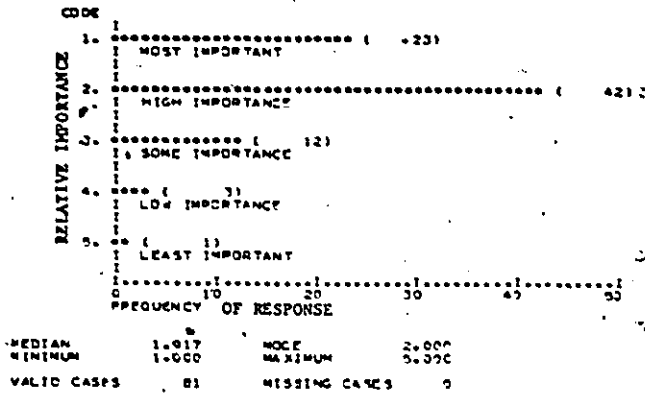
MEDIAN 1.821 MODE 2.000
MINIMUM 1.000 MAXIMUM 4.000
VALID CASES 81 MISSING CASES 0

TABLE 9--Continued

08/06/76

To encourage fun and enjoyment.

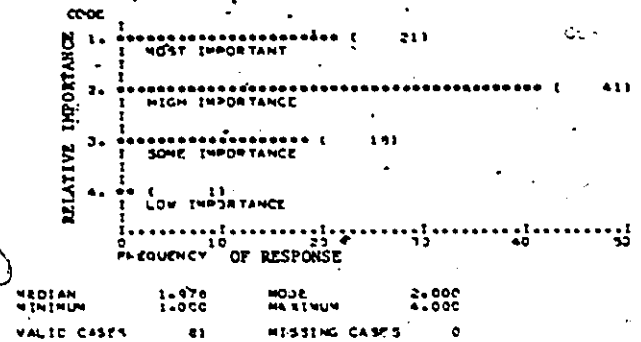
CREATED 08/06/76



08/06/76

To provide a learning experience for the student athletes.

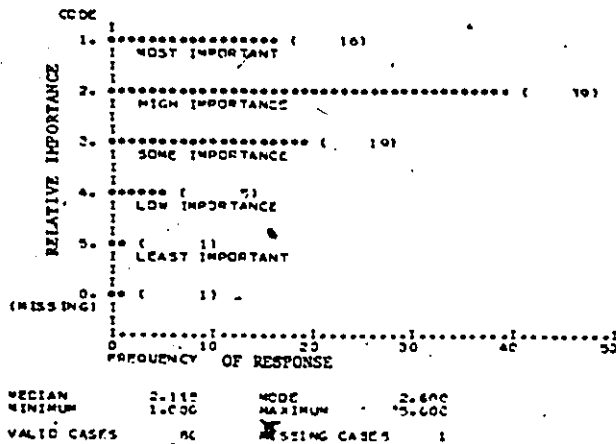
CREATED 08/06/76



08/06/76

To improve the skill level of participants.

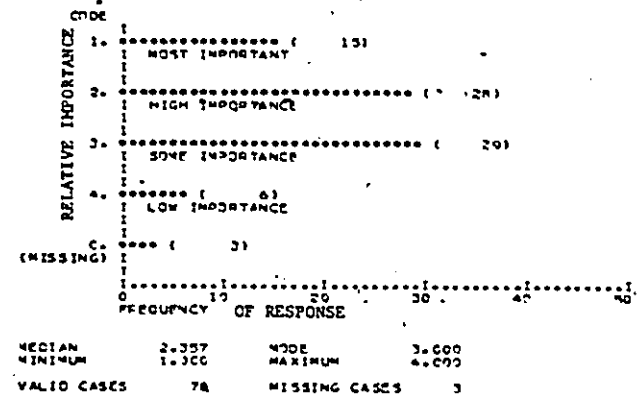
CREATED 08/06/76



08/06/76

To prepare student athletes physically so that they will continue to participate in life-time activities.

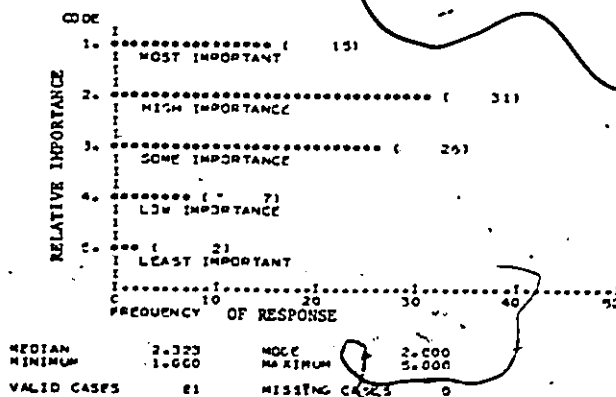
CREATED 08/06/76



08/06/76

To provide SWOSSA competition as a reward for outstanding achievement at the league level.

CREATED 08/06/76



08/06/76

To promote interest of all the students in interschool sports.

CREATED 08/06/76

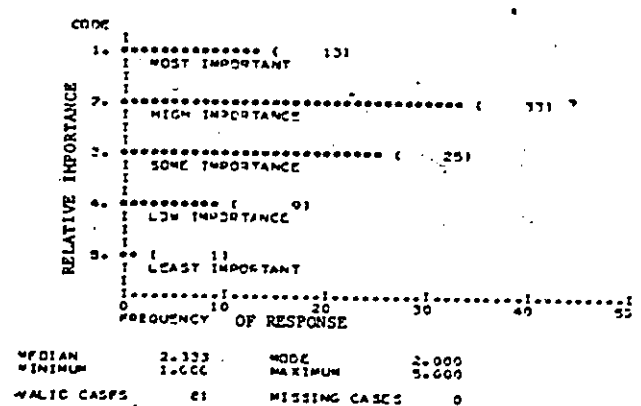
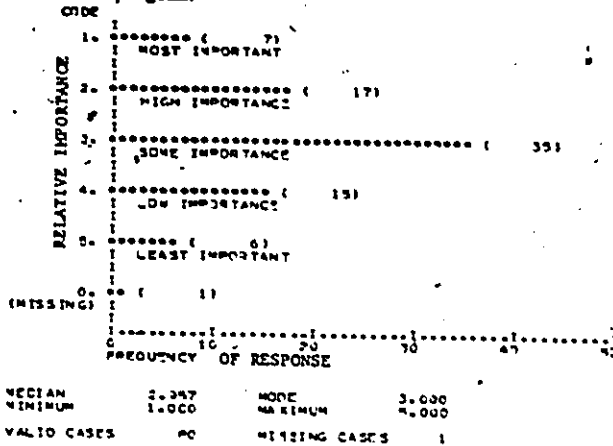
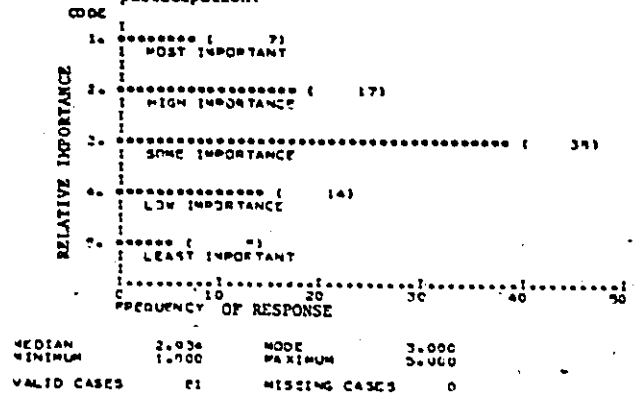


TABLE 9--Continued

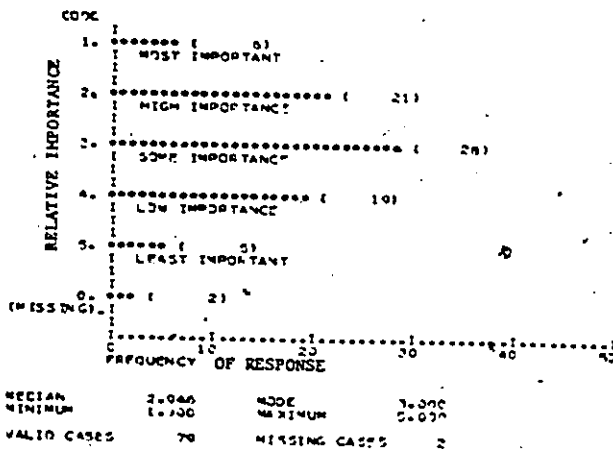
08/06/76 To stimulate all participants to make a contribution to the general educational program. CREATED 09/06/76



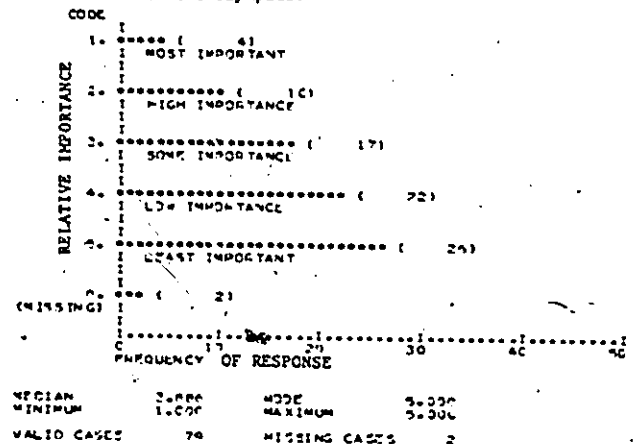
08/06/76 To stimulate all participants to achieve creditable academic progress as a prerequisite of participation. CREATED 09/06/76



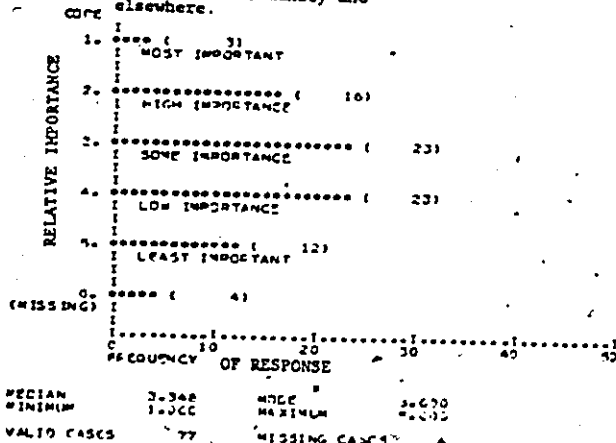
08/06/76 To improve the health of individuals in the program. CREATED 09/06/76



08/06/76 To provide student athletes with the opportunity to continue on to the Olympics. CREATED 09/06/76



08/06/76 To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere. CREATED 09/06/76



08/06/76 To establish a close relationship between the various schools in Western Ontario. CREATED 09/06/76

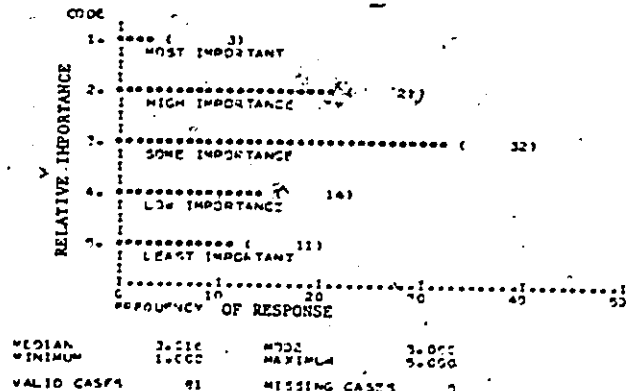
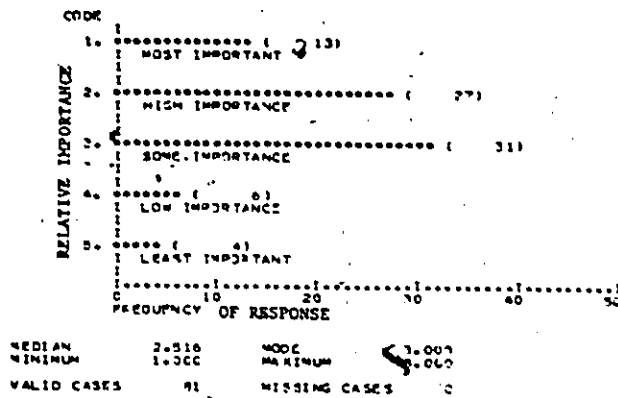
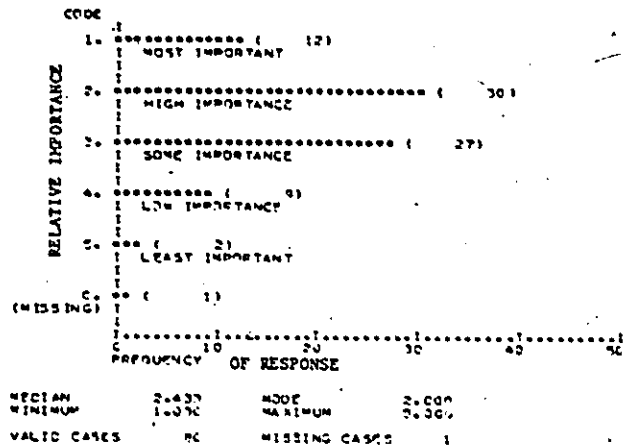


TABLE 9--Continued

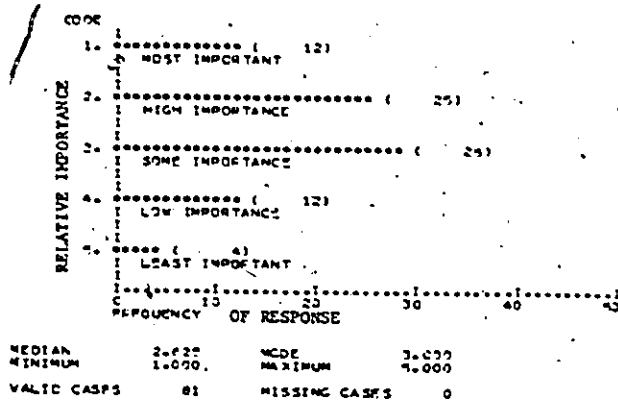
08/06/76 To prepare participants emotionally for later life. CREATED 08/06/76



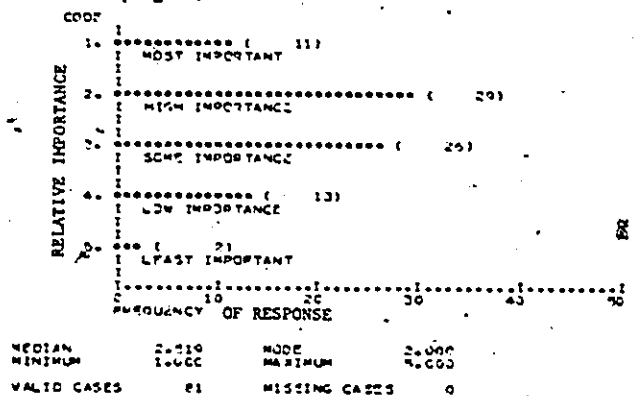
08/06/76 To improve the fitness of individuals in the program. CREATED 08/06/76



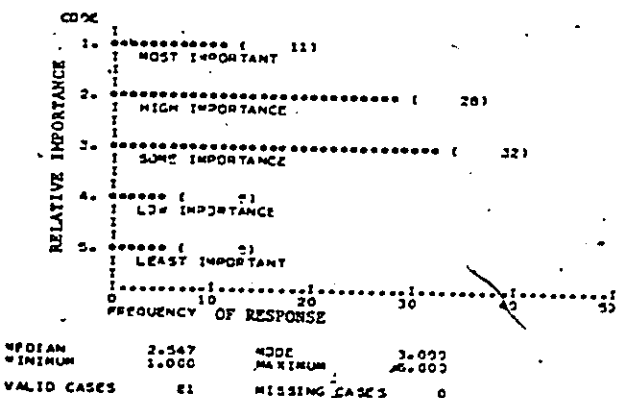
08/06/76 To improve the general welfare of individuals in the program. CREATED 08/06/76



08/06/76 To engage a maximum number of students in the active areas of the program. CREATED 08/06/76



08/06/76 To provide the opportunity for socialization. CREATED 08/06/76



08/06/76 To put less emphasis on interschool competition and more on intramurals. CREATED 08/06/76

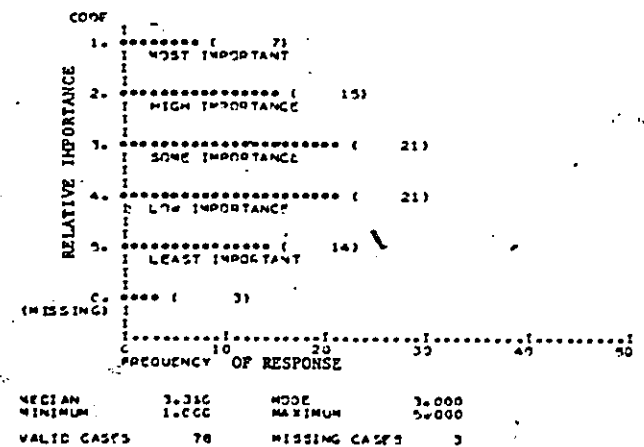
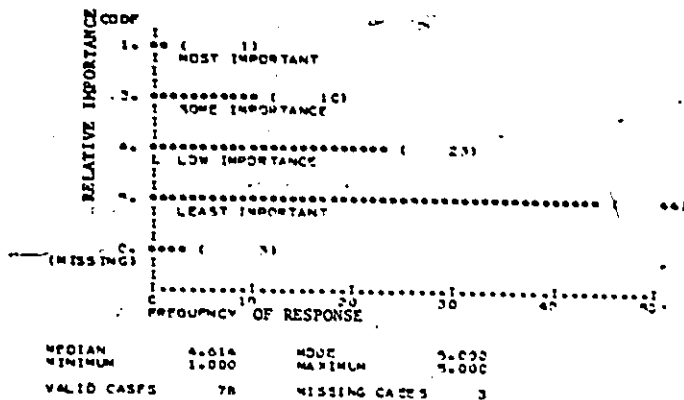
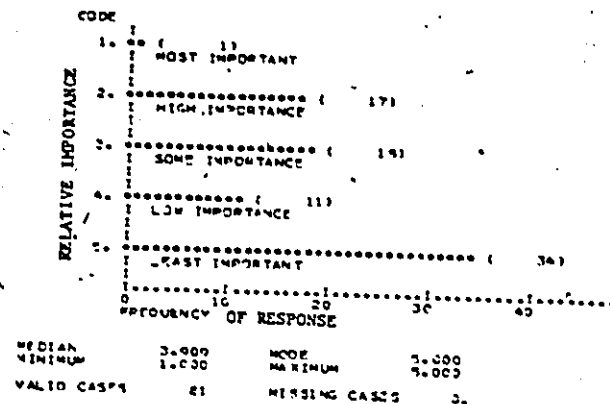


TABLE 9--Continued

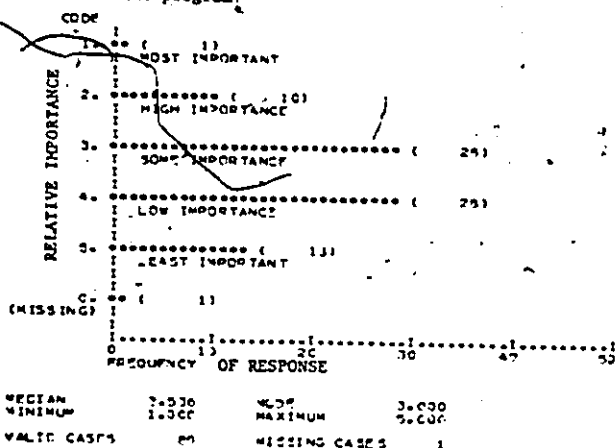
08/06/76 To increase financial support to member schools CREATED 08/06/76



09/06/76 To produce a winning team. CREATED 09/06/76



08/06/76 To engage a maximum number of students in the administrative areas of the program. CREATED 08/06/76



08/06/76 To increase discipline by coaches. CREATED 08/06/76

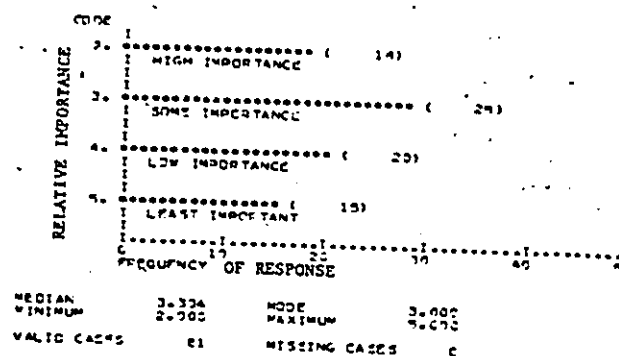


TABLE 10

Ranking of Importance of (a) Frequency in Percent in Descending Order for the 'Most' Important Category and (b) Accumulation of Frequency in Percent of 'Most' and 'High' Categories

Objective	Most (in %)	High (in %)	Most and High Accumulation (in %)
1. To provide a challenge for the exceptionally skilled athlete.	42.25	41.2	83.45
2. To provide competition between athletes of similar abilities.	42.0	53.1	95.1
3. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.	37.5	43.8	81.3
4. To encourage standards of excellence.	35.8	48.1	83.9
5. To promote fair play.	35.8	44.4	80.2
6. To encourage good sportsmanship.	33.3	51.9	85.2
7. To encourage fun and enjoyment.	28.4	51.9	80.3
8. To provide a learning experience for the student athlete.	25.9	50.6	76.5
9. To improve the skill level of participants.	20.0	48.7	68.7
10. To prepare student athletes physically so that they will continue to participate in life time activities.	19.2	35.9	55.1

TABLE 10--Continued

Objective	Most (in %)	High (in %)	Most and High Accumulation (in %)
11. To provide SWOSSA competition as a reward for outstanding achievement at the league level.	18.5	38.3	56.8
12. To promote the interest of all the students in interschool sports.	16.0	40.7	56.7
13. To prepare participants emotionally for later life.	16.0	33.3	49.3
14. To improve the fitness of individuals in the program.	15.0	37.5	52.5
15. To improve the general welfare of individuals in the program.	14.8	30.9	45.7
16. To engage a maximum number of students in the active areas of the program.	13.6	35.8	49.4
17. To provide the opportunity for socialization.	13.6	34.6	48.2
18. To put less emphasis on interschool competition and more on intramurals.	9.0	19.2	28.2
19. To stimulate all participants to make a contribution to the general educational program.	8.7	21.2	29.9
20. To stimulate all participants to achieve creditable academic progress as prerequisite of participation.	8.6	21.0	29.6

TABLE 10--Continued

Objective	Most (in %)	High (in %)	Most and High Accumulation. (in %)
21. To improve the health of individuals in the program.	7.6	26.6	34.2
22. To provide student athletes with the opportunity to continue on to the Olympics.	5.1	12.7	17.8
23. To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.	3.9	20.8	24.7
24. To establish a close relationship between the various schools in South Western Ontario.	3.7	25.9	29.6
25. To increase financial support to member schools.	1.3	0	1.3
26. To produce a winning team.	1.2	21.0	22.2
27. To engage a maximum number of students in the administrative areas of the program.	1.2	12.5	13.7
28. To increase discipline by coaches.	0	22.2	22.2

and to improve skill (68.7 percent) also accumulated a majority of responses at the "Most" and "High" importance ends of the scale.

The results regarding the ranking of objectives on a five point scale of importance reveal that several alternative working objectives were perceived as being of higher priority to SWOSSA administrators than the formal objectives originally established for interschool sports. In general, the distribution of ranks for the formal objectives was grouped at the "High" and "Some" levels of importance rather than the "Most Important" level. Additional alternative objectives which received a higher percentage of responses in the "Most Important" category as compared to the formal objectives (but less than the expected value based on H_{03}) included: to prepare student athletes physically for participation in life time activities, to provide SWOSSA competition as a reward for outstanding achievement at the league level, to promote interest and to prepare participants emotionally for later life.

The frequency of response of the following objectives was distributed along the "Some", "Low" and "Least" rankings of importance: to provide athletes with the opportunity to continue on to the Olympics, to establish a close relationship between the various schools, to improve finances, to produce a winning team, to increase discipline of the coaches and to engage a maximum number of students in the administrative areas of the program.

TABLE 11
DECISIONS REGARDING NULL HYPOTHESES

Null Hypothesis	Decision
When SWOSSA administrators are asked to verbalize the objectives that they are presently pursuing, there will be no significant difference between the frequency of response of formal and alternative objectives.	Rejected
When objectives are deduced from SWOSSA policies and decisions, there will be no significant difference between the frequency of formal and alternative objectives.	Rejected
There will be no significant difference in the frequency of response on a five point scale of importance for each of the following objectives:	
1. To provide a challenge for the exceptionally skilled athlete.	Rejected
2. To provide competition between athletes of similar abilities.	Rejected
3. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.	Rejected
4. To encourage standards of excellence.	Rejected
5. To promote fair play.	Rejected
6. To encourage good sportsmanship.	Rejected
7. To encourage fun and enjoyment.	Rejected
8. To provide a learning experience for the student athlete.	Rejected
9. To improve the skill level of participants.	Rejected
10. To prepare student athletes physically so that they will continue to participate in life time activities.	Rejected
11. To provide SWOSSA competition as a reward for outstanding achievement at the league level.	Rejected

TABLE 11--Continued

Null Hypothesis	Decision
12. To promote the interest of all the students in interschool sports.	Rejected
13. To prepare participants emotionally for later life.	Rejected
14. To improve the fitness of individuals in the program.	Rejected
15. To improve the general welfare of individuals in the program.	Rejected
16. To engage a maximum number of students in the active areas of the program.	Rejected
17. To provide the opportunity for socialization.	Rejected
18. To put less emphasis on interschool competition and more on intramurals.	Fail to reject
19. To stimulate all participants to make a contribution to the general educational program.	Fail to reject
20. To stimulate all participants to achieve creditable academic progress of prerequisite of participation.	Rejected
21. To improve the health of individuals in the program.	Fail to reject
22. To provide student athletes with the opportunity to continue on to the Olympics.	Rejected
23. To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.	Rejected
24. To establish a close relationship between the various schools in South Western Ontario.	Rejected
25. To increase financial support to member schools.	Rejected
26. To produce a winning team.	Rejected

TABLE 11--Continued

Null Hypothesis	Decision
27. To engage a maximum number of students in the administrative areas of the program. ✓	Rejected
28. To increase discipline by coaches.	Rejected

Not only are the SWOSSA administrators pursuing objectives other than those which are formally stated but they also ranked a number of alternative objectives to be considered as top priorities in the implementation of interschool sports programs.

Analysis of Behavioral and Operational Definitions

In this section of the results, the operational and behavioral components of the formal and alternative objectives will be interpreted from the verbal and written responses of the SWOSSA administrators. As contained in Table 12, the data, presented verbatim, illustrates the role of SWOSSA (the operational definition) and desired student behaviors (the behavioral definition) in terms of achieving the objectives. Brief responses are evident for objectives which were verbalized infrequently or not selected as "Most Important" and therefore not expanded upon in Part II of the questionnaire. An interpretation for the definitions of the "Most Important" objectives will be presented while reference can be made to Table 12, pages 150 to 184, for the expanded meanings of the remaining statements.

Based upon the results, to provide a challenge for the exceptionally skilled student athlete requires an interschool sport playoff structure with increasingly difficult levels of competition. From league, to SWOSSA, to OFSAA, athletes are exposed to others with similar or

better abilities and are thus encouraged to improve. Through hard work, practice and striving to the limits of one's capabilities, athletes attempt to overcome their opponents. Athletes should reach for certain standards and once these are attained they should attempt to progress further. The betterment of coaching, holding clinics, and motivation techniques are ways of stimulating the student athletes to achieve. SWOSSA administrators indicated that reaching OFSAA playoffs, increased skill, and feelings of satisfaction are measurements of whether a team or individual has met the challenges provided (Table 12, p. 150).

Once student athletes have demonstrated sufficiently high standards of excellence to become a member of an interschool team they are exposed to athletes of similar abilities in a competition system of elimination. Individuals and poorer teams are eliminated in the SWOSSA playoff schedule and the more successful teams are brought together for further competition. Levels of participation are governed by age and school size categories to ensure that younger participants and players from smaller schools are not dominated by older players and students from larger schools. One sided victories are suggestive of competition between athletes of dissimilar abilities. Students should eagerly attend all practices and games, attempt to improve skill, and show good sportsmanship so that they will enter competitions as equally prepared as their opponents (Table 12, p. 152):

As with the previous two objectives, an enrichment program for exceptionally skilled student athletes requires the formation of a program of sports competition beyond the within school instructional and intramural programs. The co-ordinative bodies of OFSAA and SWOSSA serve as the organizational structures whereby scheduling, communication, and a wide variety of activities are offered. A broad base with a well-functioning curricular and intramural program provides opportunities for participation and the interschool program is the avenue through which the highly skilled student can continue to compete and strive to attain his maximum potential. This potential can be achieved through successive levels of competition from the league to OFSAA in which athletes are exposed to different individuals and learning situations. Teachers should exhibit a "teacher first, coach second" philosophy and be able to communicate the various skills and strategies to team members. SWOSSA administrators report that as well as attempting to improve skill; motivation, team spirit, good sportsmanship, cooperation and positive attitudes towards oneself and a team are factors to be considered as desired behavioral outcomes of participation. Student athletes are expected to excel to the best of his/her ability and be competitive in the league (Table 12, p. 154).

The behavior of student athletes in terms of standards of excellence appears to parallel the educational objectives of developing to one's fullest potential.

Excellence in skill development can be attained through practice, good coaching, and competition with athletes of similar or better abilities. Also, SWOSSA administrators held the view that standards of excellence also involved social, emotional and psychological components such as motivation, self confidence, an inner feeling of self esteem, the display of good manners, respect, and the acceptance of victory and defeat within the bounds of competition. Students are expected to give one hundred percent in competitive efforts and an indication of success in such striving is the number of games won in each level of competition as well as the conduct displayed by competitors in the struggle for excellence (Table 12, p. 157).

A frequent comment regarding the objective of providing fair play is that students must learn to appreciate the rules governing play rather than exhibiting a 'win at all costs attitude' where unfair channels are taken as routes to victory. Cheating in any way should not be tolerated and respect should be given to the decisions of officials. Winning should not be stressed to such an extent that the fear of losing results in dishonest and unethical tactics. Students should learn to accept both wins and losses by appreciating the fact that others may be better than oneself and accepting judgements made by officials. A measure of the degree to which fair play is achieved is by the number of violations during a competition, the number of disputes with officials and the

attitudes of participants toward the outcome of the game. In order for fair play to occur, the participants must learn the rules, and SWOSSA must establish a uniform standard of regulations governing the various activities. To ensure that participants do not have an advantage over others, eligibility rules must be formulated and a system of handling protests and violations is required (Table 12, p. 159).

The concept of good sportsmanship involves the attitudes and actions of athletes towards competition. To instill qualities such as gracious winning and losing, respect toward officials, teammates and opponents, non-abusive language or aggressive actions, SWOSSA administrators contend that it is necessary for coaches to be teachers first and coaches as a secondary role. Coaches must set an example and teach the student athletes to reinforce, clarify and re-evaluate attitudes toward competition. Participants should be well mannered, show self control and shake hands with fellow competitors to display sportsmanship qualities (Table 12, p. 161).

For participants to experience fun and enjoyment administrators believe that winning should be deemphasized and participation stressed. Competitiveness should not become an overriding factor in interschool sports which results in excess tensions and a letdown feeling when defeat occurs. A number of items were specified as possible indicators as to the amount of fun and enjoyment in participation. These include; asking the athletes if they

are enjoying themselves, the number of student athletes participating, the ability to accept losses, smiling faces, few disputes and evidence of spectator support when the participant is viewing other events. Planning practices with variety and adding incentives will provide fun and enjoyment thereby encouraging the student to become active in athletics (Table 12, p. 163).

From the responses concerning the meaning of the alternative objective "To provide a learning experience for student athletes", the word learning refers to an improvement in skill, positive attitudes, self discipline, the ability to sacrifice, understanding rules and strategies, and the carrying out of responsibilities toward a coach and teammates. The coach can provide the environment in which students learn skills, rules and strategies. Proper conduct can be accomplished through discussions, the coach setting the example, and punishments such as reducing privileges or benching those who are misbehaving. Student athletes are exposed to 'critical emotional' events from exposure to intense competition and must learn to cope with these events. The benefits of this learning experience lies in the preparation of individuals for competitive situations in later life (Table 12, p. 164).

To demonstrate that an improvement in skill has occurred, student athletes should move through a series of skill progressions as defined by the nature of the particular sport. For this to occur, new skills should

be acquired and skills that have already been learned should be perfected. The best possible instruction by SWOSSA coaches along with a competition schedule against as many opponents of varying abilities as possible were identified as important conditions in which skill improvement could take place (Table 12, p. 166).

As the remaining formal and alternative objectives were not considered to be of high priority for interschool sports, the analysis of the corresponding operational and behavioral definitions will be contained in Table but will not be subjected to further interpretation.

TABLE 12

The Verbatim Responses of SWOSSA Administrators
Regarding Operational and Behavioral Objectives

- I. To provide a challenge for the exceptionally skilled athlete.
 - A. Operational Definition
 1. Identification of the area of activity in which the accomplishment is to occur:
 - a) an opportunity for competition at a higher level as a goal stimulates students to train harder and proceed toward development of potential.
 - b) a challenge physically, emotionally and psychologically.
 - c) to create a need for the gifted athlete to compete by making it interesting and difficult to attain so it means more when the goal is reached.
 - d) in all individual sports and many team sports a challenge is necessary if a students full potential is to be realized.
 - e) allows for the fulfillment of natural competitive instincts.
 - f) in many communities the opportunities do not exist for individual students with exceptional talents to benefit from the experience of a good challenge - this to some degree should be supplied.
 2. Specifying a level of quantity or quality:

No response.
 3. Identifying the means by which the objective can be achieved:
 - a) athletes must be exposed to other skilled athletes if he expects to improve.
 - b) he/she must meet others of equal or better abilities.
 - c) give competition at a higher level of competition than available within own league.
 - d) SWOSSA sends its best to OFSAA.
 - e) requires pre SWOSSA qualifying or elimination at the local association level.
 - f) provide top level judging.
 - g) provide constructive criticism of the athlete's performance.
 - h) allow competition in individual events at a regional level.
 - i) provide intense competition.
 - j) by the interplay of SWOSSA teams and the betterment of coaching, practices, clinics, and coaches exchanging ideas.

TABLE 12--Continued

- k) keen competition is developed by having good adversaries, ie. county teams have progressed to such a state that anyone can win; before the city dominated.
- l) stimulate students to all achieve goals higher than they think they can achieve.

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) strive for maximum achievement in an area where you excel.
 - b) act motivated.
 - c) a student must strive to the limits of his or her capabilities over a school career.
 - d) you must play your best.
 - e) a student who competes in an event over several years should continue to improve in the level of success.
 - f) student behavior; whether or not they feel that they gave every thing they had to achieving the goal that he/she or the team set for itself.
 - g) increased skill and feeling of satisfaction.
 - h) compete to the best of his/her ability.
 - i) be interested enough to work hard and diligently throughout the year.
 - k) self respect and self confidence.
 - l) concentrate on training and achieving excellence.
 - m) practice hard to ensure perfection.
 - n) always strive to achieve excellence, giving 100%.
 - o) psychologically, students should develop a like for themselves and confidence in their abilities.
2. Description of important conditions under which the behavior is expected to occur:
 - a) SWOSSA should provide the competition and the student should work to meet the challenge.
3. How well must student athletes perform to be considered as acceptable performance:
 - a) for student athletes to work hard and succeed over opponents with similar or slightly better abilities.

TABLE 12--Continued

II. To provide competition between athletes of similar abilities.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) those athletes who are exceptional will be competing with others of the same calibre.
 - b) athletes have the chance to develop to their potential with competition similar to their own level of abilities.
 - c) we issue marks for the academic achiever and so we must provide physical activity for those of similar abilities.
 - d) to provide the opportunity for athletes to compete with others of similar abilities which they don't get intramurally.
 - e) allows for a better understanding of the self by answering the question, "Just how good am I?"
 - f) students with above average ability in certain sports should have some opportunity to compete at an appropriate level.
2. Specifying a level of quantity or quality:
 - a) SWOSSA provides the opportunity to compete at a higher level and they can go as far as their ability allows.
 - b) all students who possess above average ability should be given a program to satisfy their needs.
 - c) the exceptionally student should be assisted in reaching his/her maximum potential and this cannot be accomplished unless maximum competition within his/her peers or better is given.
3. Identifying the means by which the objective can be achieved:
 - a) give competition at a higher level of competition than available within own league.
 - b) give an arena of competition for highly skilled student players.
 - c) most excellent athletes are not pushed far enough by the general level of competition.
 - d) bring people together with similar abilities and interests.
 - e) encourage regular interschool competition.
 - f) organize as many SWOSSA activities as possible.

TABLE 12--Continued

- g) SWOSSA events should require pre SWOSSA qualifying at the local association level.
- h) provide competition on an equal basis at SWOSSA and OFSAA levels. This is fairly well accomplished now.
- i) ensure successive levels of competition.
- j) requires proper tournament construction.
- k) have policies for competition such as age, school size and ability, ie. small schools in the city of Windsor compete against each other (Hands, Commerce, Shawnee, Monarch and Western) so as not be to demoralized by other WSSA teams.
- l) requires a system whereby successful teams can compete in playoffs with other successful teams.
- m) eliminate poorer teams from competition.
- n) schedule events for teams with the common goal of achieving some standards of excellence.
- o) requires the expertise of coaches with educational values in mind, ie. development, not demoralize.
- p) teams should go into competition with equal preparation.
- q) improve the coaching of weaker teams.

B. Behavioral Definition.

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) students must give their best.
 - b) humble winner or a graceful loser and by recognizing the excellence in competitors and appreciating it.
 - c) improved skill and a feeling of satisfaction.
 - d) show good sportsmanship after having lost to an individual or team which has proven to be more successful.
 - e) attempt to develop his/her skills to a maximum.
 - f) strive for excellence socially and physically.
2. Description of important conditions under which the behavior is expected to occur:
 - a) athletes must work hard to improve themselves.
 - b) coaches should not try to run up scores against weak teams.
 - c) students should be present at all practices and games and participate eagerly.

TABLE 12--Continued

3. How well must student athletes perform to be considered as acceptable performance:
 - a) by achieving at a level comparable to other federations as witnessed in OFSAA competition.
 - b) by participating in his or her field of activity at the highest possible level of competition available.
 - c) to compete in SWOSSA, teams must be successful at the local league.
- III. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.
- A. Operational Definition
1. Identification of the area of activity in which the accomplishment is to occur:
 - a) just as we provide for the academically gifted, so must we provide for the athletically capable.
 - b) a stated aim of education in Ontario is to assist the student to achieve his/her maximum potential.
 - c) all students who possess above average athletic ability should be given a program to satisfy their needs.
 2. Specifying a level of quantity or quality:
 - a) provide students with superior competition from other areas.
 - b) SWOSSA should hold high class competition.
 - c) give maximum competition.
 - d) encourage high level of standards and competition.
 3. Identifying the means by which the objective can be achieved:
 - a) this necessitates extra participation for the exceptionally skilled student athlete or team.
 - b) provide the opportunity for students to use their skills against other athletes with exceptional ability.
 - c) competition at a higher level offers a goal or aim to stimulate the student.
 - d) expose them to outside athletes.
 - e) provide competition for the elite.
 - f) through the interschool athletic program.
 - g) various levels of competition should be available.

TABLE 12--Continued

- h) requires the opportunity to excell.
- i) SWOSSA should hold clinics to better the athletes in SWOSSA:
- j) SWOSSA should hold high class competition producing regional champions.
- k) provide competition on an equal basis at the SWOSSA and OFSAA levels.
- l) recognize the best with small awards as in the past.
- m) promote fair competition without putting undue stress on the individual athlete (sensible scheduling and reporting of results, etc.).
- n) awards system to recognize excellence and the progression to OFSAA for a future challenge.
- o) limits must be set on the amount of games played and on the length of the season.
- p) require finances and a constitution with appropriate rules.
- q) a philosophy of "teacher first, coach second."
- r) the formation of a co-ordinating body, OFSAA provides communication and organization for a large number of students covering a large geographic area.
- s) interested people in the organization make it successful.
- t) set up schedules and meets. This requires convenors.
- u) offer a wide variety of activities according to the needs and interests of the students.
- v) hold practices and exhibition games.
- w) teachers must teach skills then select team members.
- x) drop sports when interest in them decreasing.
- y) SWOSSA members must work together.

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) striving for maximum achievement in an area where you excell.
 - b) the student who plays interschool sport should show growth in his level of skill, team co-operation and self discipline after a season.
 - c) the student athlete should achieve self-esteem after competing with the best.

TABLE 12--Continued

-
-
- d) he/she should accept his/her achievement.
 - e) student behavior; whether or not they feel that they gave everything they had to achieving the goal that the individual or the team set for itself.
 - f) compete with grace and humility and the desire to do better.
 - g) achieving excellence.
 - h) fun and satisfaction.
 - i) the student should have positive attitudes towards himself and team.
 - j) the student should indicate team spirit, good sportsmanship and leadership.
 - k) students must learn to sacrifice.
2. Description of important conditions under which the behavior is expected to occur:
- a) students must train harder to proceed toward the development of full potential.
 - b) students must participate extracurricularly.
 - c) concentrate on training.
 - d) by participating in his/her field of activity at the highest possible level of competition available.
 - e) by developing his skill through practice.
 - f) this requires a broad base including a good curricular program, building on that with a well-functioning intramural program run by the students, then providing an interschool program for outstanding athletes in the particular sport.
3. How well must student athletes perform to be considered as acceptable performance:
- a) the athletic student should improve his/her skills.
 - b) to gain a full education the skilled athlete must have the opportunity to improve and develop:
 - c) all students should possess above average ability.
 - d) be a skilled athlete.
 - f) give his best.
 - g) he/she should be competitive at that level, not bringing embarrassment to self.
 - h) exceptional performance at SWOSSA level competition.
 - i) students must be skilled enough to make the team
 - j) attempt to win enough games or events to become league champions.

TABLE 12--Continued

- k) to compete at SWOSSA teams or individuals must be successful at the league level in individual or team sports.

IV. To encourage standards of excellence.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) everyone has a natural tendency to achieve and do better.
 - b) it means that an athlete will have an opportunity to develop more of his potential.
 - c) this is an individual and team objective; to show and pursue excellence in performance.
 - d) the ultimate objective is to achieve the highest level of excellence that each student is capable of.
 - e) excellence means perfection and although perfection can never be reached, it is something to be strived for and is measured in the total person; physically and socially.
2. Specifying a level of quantity or quality:

No response.
3. Identifying the means by which the objective can be achieved:
 - a) only by competing with persons equal or better than yourself can you have a feeling of achievement and success.
 - b) continue to promote physical, mental and emotional health.
 - c) provide an opportunity for competition at a higher level as a goal or aim stimulates students to train harder and proceed toward their development.
 - d) implies a great amount of practice time.
 - e) better competition improves performance levels.
 - f) fair play is necessary.
 - g) more students will participate and do their best when more people have a chance to compete for fun and excellence.
 - h) help students realize the ideal of excellence and have them think in terms of doing better and trying harder.
 - i) set up high standards and enforce them.
 - j) SWOSSA should insist on properly conducted and competitive tournaments.
 - k) recognition and awards by SWOSSA for the maintenance of high standards.

TABLE 12--Continued

- l) a framework whereby winners of affiliate groups have the opportunity for further participation.
- m) determine champions by eliminating competitors.

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) do your best, maximum effort.
 - b) try to win but winning isn't everything.
 - c) team members should set realistic goals and decide on training procedures and strategies.
 - d) strive for maximum achievement in an area where you excell.
 - e) accept victory and defeat within the bounds of competition.
 - f) excellence in the skill of a student is a priority.
 - g) hard work, devotion to a team and sacrifices will hopefully produce a greater degree of excellence in that activity.
 - h) give 100% in each game and practice.
 - i) reach the highest level of excellence.
 - j) always with manners and respect for those organizing and officiating.
 - k) self respect and self confidence.
 - l) she should always be trying to win because if she doesn't, her entire effort is not there.
 - m) concentrate on training.
 - n) they should feel that they gave everything they had to achieving the goal that was set.
 - o) recognize excellence in competitors and appreciating it.
 - p) students should be proud of their achievements.
 - q) helpful to other team members.
 - r) improvement, growth in an individual.
 - s) exhibit a high level of skill, show efforts to master skills and to attempt higher development.
 - t) an inner feeling of self accomplishment.
2. Description of important conditions under which the behavior is expected to occur:
 - a) a feeling of success and well being is not there if you win at all costs.
3. How well must student athletes perform to be considered as acceptable performance:
 - a) by participating in his/her field of activity at the highest possible level of competition available.

TABLE 12--Continued

-
- b) to achieve to the highest possible level.
 - c) teams should become provincially competitive.
 - d) measured by improvement and/or success.
- V. To promote fair play.
- A. Operational Definition
1. Identification of the area of activity in which the accomplishment is to occur:
 - a) no domination for any reason other than ability.
 - b) athletics provides a better means of developing fair play than any other avenue in education.
 - c) to learn to treat other people fairer whether it involves sporting activities or business activities is one of the vital lessons taught in life.
 2. Specifying a level of quantity or quality:

No response.
 3. Identifying the means by which the objective can be achieved:
 - a) negative learning can also take place if our coaches do not have a proper philosophy.
 - b) it should not be necessary except in final matches to have officials.
 - c) by setting up standards and seeing that they are adhered to.
 - d) reprimand those not acting in a sportsmanlike way at all levels. Include correct behavior as a definite part of the training program.
 - e) the athlete is going to reflect the attitudes of the coach, so whatever the coach is allowing as acceptable behavior will affect the amount of fair play.
 - f) no domination because of home fields.
 - g) rotate local championships.
 - h) establish eligibility rules.
 - i) officials and organizers must be fair in the rules set up to govern the various events.
 - j) requires competition between similar abilities which necessitates eligibility, age and school size regulations.
 - k) boards see that the rules are carried out.
 - l) procedures or a system for handling protests.
 - m) the counties must follow SWOSSA rules and SWOSSA should follow OFSAA so that constitutions are uniform at all levels.
 - o) report violations.

TABLE 12--ContinuedB. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) acceptance of victory and defeat within the bounds of competition
 - b) to make team members know and appreciate rules and the need for following them
 - c) respect, appreciation for another's skill, following rules, orders and working well as a unit
 - d) be honest
 - e) to be able to play the game or participate in athletics without bending the rules to suit yourself
 - f) the ability to control one's feelings, to be able to win or accept defeat, to appreciate fellow competitors
 - g) to win and take pride in your achievement you must have been playing the same game (rules, ethics, etc.) as your opponent
 - h) reaching the desired end, winning or placing by honest means and not by cheating or treachery.
 - i) development of personal moral values
 - j) not putting across a win at all costs attitude, play within the rules and accept defeat just as graciously as winning
 - k) team cooperation, respect for officials' calls, protests through legal channels, basic good manners in game conduct
 - l) accept calls by an official and appreciate that another player may be better than you
 - m) self respect and self confidence
 - n) students should take pride in their achievements
 - o) never cheat, even slightly
 - p) by accepting defeat and individual fouls or losses graciously
 - q) by not attempting to cheat or be dishonest
 - r) the student should be able to lose without blaming the referees or the coach or other players and keep in mind that all cannot be winners
 - s) exhibit acceptable conduct under game and post game conditions

TABLE 12--Continued

-
-
- t) his conduct both on and off the field of action is the best indicator that he has received good instruction pertaining to this objective
 - u) accept referee or officials decisions as final and do not throw temper tantrums
 - v) maintain appropriate conduct on the floor
 - 2. Description of important conditions under which the behavior is expected to occur:
 - a) feelings of success and well being is not there if you attempt to win at all costs
 - b) too much of an emphasis on winning causes the attitude of win at all costs never mind fair play
 - c) certainly, to win at all costs is an idea to be shunned
 - d) winning is important only if you play fair
 - 3. How well must student athletes perform to be considered as acceptable performance:

No response.

VI. To encourage good sportsmanship.

A. Operational Definition

- 1. Identification of the area of activity in which the accomplishment is to occur:
 - a) athletics are an excellent means of conveying proper values on the whole area of sportsmanship
- 2. Specifying a level of quantity or quality:

No response.
- 3. Identifying the means by which the objective can be achieved:
 - a) reprimand those who do not act in a sportsmanlike way and include desired correct behavior as a definite part of the training program
 - b) hire teachers who are teachers first, coaches second
 - c) establish the following rules as guidelines; proper dress, no abusive language, appreciation and respect for opponents, appropriate attitudes toward losing, shake hands and congratulate opponents, the refs word goes so do not question his judgement, if the coach deems necessary he/she can protest through the proper channels
 - d) accomplish through suggestion and discussion with team members

TABLE 12--Continued

-
- e) the coach must set the example
 - f) teach the athlete to reinforce, clarify and re-evaluate attitudes toward competition
 - g) teach kids that there is a right way and a wrong way because in sports, meeting the situation is spontaneous
 - h) discipline and bench players for unsportsmanlike conduct

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) show respect for opponents and the coach
 - b) understand what it means to be fair and accept others as better or worse
 - c) accept victory and defeat within the bounds of competition
 - d) extend a welcome hand and play the game for itself
 - e) appreciating opponents skills, acceptance of defeat, working harder for victory in the next contest
 - f) give 100% but accept the outcome
 - g) the ability to control ones feelings
 - h) to appreciate fellow competitors
 - i) students should enjoy the activity for the activities sake and not as a do or die situation where they must absolutely win
 - j) well mannered, controlled, gentlemenly
 - k) humble winner or graceful loser
 - l) recognizing excellence in competitors and appreciating it
 - m) cooperation with the coach, team members and officials
 - n) students should take pride in their achievements
 - o) well behaved, game played for itself, no berating officials, shake hands, good self control
 - p) accepting circumstances without any show of disrespect, proper language, conduct
 - q) proper student behavior as a player or spectator
 - r) students should shake hands with fellow competitors

TABLE 12--Continued

- s) exhibit acceptable conduct under game and post game conditions
- t) accept victory and defeat gracefully, congratulate the winners and do not gloat if you win
- u) by not getting mad when everything seems to go against you

VII. To encourage fun and enjoyment.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) all competition should be enjoyable
 - b) exercise, sport and physical education should be an enjoyable experience regardless of the time or place
 - c) enjoyment first, if it isn't fun, it isn't worth doing
 - d) that any kind of sport program is not worth having if fun and enjoyment aren't ultimate goals
2. Specifying a level of quantity or quality:
 - a) Maximum participation and effort is achieved only if the activity is enjoyed
3. Identifying the means by which the objective can be achieved:
 - a) a philosophy of involvement for a good time
 - b) a de-emphasis on winning and more on playing the game
 - c) let the kids enjoy themselves while they are playing and not always riding them for their mistakes
 - d) ask your athletes if they are enjoying themselves
 - e) through participation in a variety of sports, students should not be made to specialize at the high school level and there should be controls concerning practice and game schedules
 - f) good competitive situations, good refereeing, good teams
 - g) remove some of the sharpness of competition
 - h) coaches must tell participants that winning isn't everything
 - i) the coach must set the example
 - j) if players are bickering, stop and remind them that enjoyment is part of it

TABLE 12--Continued

- k) plan practises with variety and provide incentives

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) students will want to be active in athletics because of the fun and enjoyment derived from participation
 - b) excitement, fun and enjoyment come from athletics, the challenge, the effort and the competition
 - c) the student should come away from the meet and treat it as a learning experience that he/she enjoyed, not as a let down
 - d) display happiness
 - e) be involved, have fun and get along with other competitors
 - f) good attitude, pleasant to be with
 - g) as if he or she is enjoying competition
 - h) students would be around the gym at every opportunity playing games with other students or staff
 - i) students should not display excess tension involved with being part of the sport
 - j) happy
 - k) he/she should compete for the joy of competition not to win alone
 - l) smile
 - m) by not being a poor sport about losing, congratulating the sinners and being an avid spectator while his/her activity is not being held
 - n) to compete(in numbers) is to signify that this objective has been achieved
2. Description of important conditions under which the behavior is expected to occur:
 - a) competitiveness should not override the sport
 - b) play hard to have fun
 - c) showing that participation is more important than winning
3. How well must student athletes perform to be considered as acceptable performance:
 - a) you must be doing well to enjoy it
 - b) you must show that participation is most important

VIII. To provide a learning experience for the student athlete.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:

TABLE 12-- Continued

-
- a) that all phases of school life are an educational experience with educational objectives
 - b) there is nothing better to prepare a person than the critical emotional events that take place in sporting events
 - c) students are provided with an environment that provides situations similar to those in life
 - d) learning is the essence of education that is the reason we are in education
2. Specifying a level of quantity or quality:
No response.
 3. Identifying the means by which the objective can be achieved:
 - a) provided through intense competition
 - b) good coaching
 - c) if a player has a bad attitude, take him aside and attempt to discuss it
 - d) expose athletes to new situations
 - e) coaches must plan practises so that learning situations occur
 - f) expose them to new ideas and tactics
 - g) requires an interested and knowledgeable coach who keeps up to date on the latest trends in a particular sport
 - h) offer a wide variety of activities

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) the ability to accept victory and defeat within the bounds of competition
 - b) the student who plays interschool sport should show growth in his level of skill, team co-operation and discipline after and in the season
 - c) learn new skills, develop existing skills to a higher level of performance, develop an acceptable level of conduct and respect for others
 - d) learning to excell, practise and have the discipline and experience fun
 - e) the student should have a positive attitude himself and to the team. He should behave as if it was a worthwhile experience and feel he contributes to making it worthwhile
 - f) show improvement in skills, conduct and understanding of others
 - g) must learn how to sacrifice
 - h) try your best, a total effort

TABLE 12--Continued

- i) carry out responsibilities
- j) learn to enjoy the game so you will continue to participate
- k) learn discipline, sacrifice and working as hard as you can
- 2. Description of important conditions under which the behavior is expected to occur:
 - a) if our athletes do not develop enough self esteem to believe that good manners, respect, etc. is all that is needed to impress then we are not teaching the right things
- 3. How well must student athletes perform to be considered as acceptable performance:

No response.

IX. To improve the skill level of participants.

A. Operational Definition

- 1. Identification of the area of activity in which the accomplishment is to occur:
 - a) SWOSSA athletes should be working to achieve some level of excellence and should have the opportunity to develop personal skill in the sport he is involved in
 - b) the coach and team should be concerned with improving skill levels
- 2. Specifying a level of quantity or quality:

No response.
- 3. Identifying the means by which the objective can be achieved:
 - a) further teaching will develop skills to a higher degree
 - b) the P.E. program is concerned with skill development
 - c) exposure to others, exhibition games, league play
 - d) train students as referees and judges
 - e) use logical progressions
 - f) use controlled scrimmages in team play
 - g) expose athletes to as many differently skilled opponents as possible
 - h) put them in pressure situations
 - i) offer a diverse program
 - j) provide equal competition with reasonable schedules

B. Behavioral Definition

- 1. Specification of the kind of behavior that will

TABLE 12--Continued

-
-
- be accepted as evidence that the learner has achieved the objective:
 - a) improve fundamentals, strategy, team play or individual performances
 - b) develop a number of new skills
 - c) display knowledge of the game and the application of skill to the situation
 - d) the student should continually try to improve his skill level even if the level is already good
 - 2. Description of important conditions under which the behavior is expected to occur:
 - a) listen to the coach or other teammates who can constructively improve your skill
 - 3. How well must student athletes perform to be considered as acceptable performance:
 - a) progress to a higher skill level than at the beginning of the season
 - b) improve skills that you already have
 - X. To prepare student athletes physically so that they will continue to participate in life time activities.
 - A. Operational Definition
 - 1. Identification of the area of activity in which the accomplishment is to occur:
 - a) if more students participated, more students would carry over sports in after school life
 - b) sports can and should be enjoyed throughout ones life
 - 2. Specifying a level of quantity or quality:

No response.
 - 3. Identifying the means by which the objective can be achieved:
 - a) offer a diverse program
 - b) de-emphasize winning and emphasize participation
 - c) SWOSSA should encourage a high level of competition to feed adult recreation clubs with players
 - d) expose them to activities in which it is possible to continue after school is finished, ie. golf, curling, badminton
 - B. Behavioral Definition
 - 1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:

TABLE 12--Continued

-
- a) that they will continue to promote their own physical, mental and emotional health
 - b) students will enjoy the experience enough that they will want to continue participation in the future
 - c) to instill in the athlete a desire to continue these sports or others during his/her life
 - d) good health, comradeship, self esteem for others
2. Description of important conditions under which the behavior is expected to occur:
 - a) cannot be measured until after high school
 3. How well must student athletes perform to be considered as acceptable performance:
 - a) a level of fitness so that health is at a high level
- XI. To provide SWOSSA competition as a reward for outstanding achievement at the league level.
- A. Operational Definition
1. Identification of the area of activity in which the accomplishment is to occur:
 - a) achievement is recognized in other areas; for many students high school athletics may be their only opportunity to be a winner. This should be recognized also.
 - b) an opportunity for competition at a higher level as a goal or aim stimulates students to train harder and proceed toward development of her potential
 - c) if a team excels, it is rewarded by more competition with another team that has excelled
 - d) excellence in most endeavors challenges the remaining population and stimulates more interest in those endeavors
 - e) if teams succeed at the league level, they should have the opportunity to go on
 2. Specifying a level of quantity or quality:
 - a) teams must make it to league playoffs
 3. Identifying the means by which the objective can be achieved:
 - a) there should be some reward for the outstanding achievement in sports and one reward is further competition at a more challenging level
 - b) reward those with outstanding ability
 - c) competitors who train hard enough deserve to have SWOSSA competition

TABLE 12--Continued

- d) competition should be provided in as many sports as possible
- e) practise constantly and set examples of behaviors that SWOSSA should reward
- f) advertise results
- g) requires coaching strategies and hard work in order to succeed at the league level
- h) expertise of the teacher coach
- i) awards and recognition
- j) a reward if athletes are able to accomplish a desired goal
- k) a stress on winning helps gear them toward higher competition

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) be proficient in the skills demanded
 - b) concentrate on training and achieving excellence
 - c) by team work and cooperative efforts
 - d) illustrate leadership, self discipline and dedication
2. Description of important conditions under which the behavior is expected to occur:
 - a) student initiative, practise, teamwork and skill level
3. How well must student athletes perform to be considered as acceptable performance:
 - a) teams and individuals must win at the league level

XII. To promote the interest of all the students in interschool sports.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) student spectators are as essential as players
 - b) to promote school spirit, a feeling of belonging for the whole student body, something they can identify with and have pride in
 - c) students are exposed to the great culture of athletics even if only as indirect participants
 - d) so that students will be encouraged to try out for teams and support sports in a spectator capacity
2. Specifying a level of quantity or quality:
 - a) you can draw spectators if your teams are doing well

TABLE 12--Continued

3. Identifying the means by which the objective can be achieved:
 - a) there should be a range of activities to interest all students so that they will participate
 - b) encourage maximum participation by offering several sports throughout the year
 - c) minimize neutral court playoffs, minimize gate fees, maximize the opportunity for spectator attendance
 - d) increased enthusiasm by the administration of the schools and the other teachers; make them recognize the accomplishments of coaches which will stimulate coaches to improve and this will then be transmitted to the students
 - e) drop sports when the number participating is low or decreasing
 - f) add new sports when interest is shown
 - g) increased encouragement and enthusiasm of principals, the administration and non P.E. teachers
 - h) base the program on the needs of the individual
 - i) attempt to get the students to identify more closely with the schools and have them contribute in program development.

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) teams or individuals who do well, have success and win in a league promotes interest and spirits, if they do not make local playoffs interest wanes
 - b) a large number should participate with enthusiasm
 - c) get involved; participate, support
 - d) everyone should take part in the activity whether a participant, spectator, timer, scorer, or just plain interested in the outcome
 - e) in a socially mature manner
 - f) team spirit, good sportsmanship
 - g) attend games as knowledgeable fans
2. Description of important conditions under which the behavior is expected to occur:
 - a) teams should be contenders for SWOSSA championships
3. How well must student athletes perform to be considered as acceptable performance:
 - a) as the skill level of the athletes increases students are more interested to see the performance

TABLE 12--Continued

XIII. To prepare participants emotionally for later life.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) there is nothing better to prepare a person than the critical emotional events that take place in sports
 - b) athletics, properly experienced, teaches emotional control
2. Specifying a level of quantity or quality:
No response.
3. Identifying the means by which the objective can be achieved:
 - a) must have qualified personnel to conduct and educational experience
 - b) prepare students to adapt to stress and strain
 - c) be a teacher first, a coach second

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) by competing and controlling oneself through vigorous athletic competition
 - b) acceptance of victory and defeat within the bounds of competition
 - c) the student must learn to cope with the setback
 - d) by participating in a dignified or class manner
 - e) ability to accept defeat
 - f) ability to handle star athletic status in a school
 - g) cooperate and accept responsibility
2. Description of important conditions under which the behavior is expected to occur:
No response.
3. How well must student athletes perform to be considered as acceptable performance:
No response.

XIV. To improve the fitness of individuals in the program.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) a high level of fitness usually accompanies

TABLE 12--Continued

participation on most athletic teams in the secondary school. A person who has reached a high level of fitness in their early years will be more likely to maintain a degree of fitness for life

2. Specifying a level of quantity or quality:

No response.

3. Identifying the means by which the objective can be achieved:

- a) accomplished in practises and conditioning drills
- b) information passed down from OFSAA regarding safety measures
- c) not putting a child into a game if there is the slightest suspicion that he is hurt
- d) usually the coach can determine the fitness level of his athletes
- e) any fitness test would probably show competitors at a higher level of fitness although this may not be necessary with SWOSSA students as perfection frequently indicates fitness
- f) when fitness theories are put into practise they are more firmly implanted. Feedback is often immediate in athletics.

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:

- a) little injury
- b) good attitude, look healthy and energetic
- c) a student should be able to maintain finesse in the sport even when under the great pressure of competition
- d) the student should try to keep fit all year round

2. Description of important conditions under which the behavior is expected to occur:

No response.

3. How well must student athletes perform to be considered acceptable performance:

- a) athletes must be in top physical condition to survive
- b) athletes must be in top shape as the competition is vigorous and athletes are exposed to other athletes who are in an excellent state of fitness
- c) no injuries

TABLE 12--Continued

XV. To improve the general welfare of individuals in the program.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) the promotion of physical, mental, emotional stability and health
2. Specifying a level of quantity or quality:
No response.
3. Identifying the means by which the objective can be achieved.
 - a) proper coaching and equal competition
 - b) make all competitions educationally justifiable

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) emotional stability and a positive mental attitude
 - b) improved skills should equal improved participation and enjoyment
 - c) a high degree of fitness and sportsmanship
 - d) with a sense of satisfaction for having tried
2. Description of important conditions under which the behavior is expected to occur:
No response.
3. How well must student athletes perform to be considered as acceptable performance:
No response.

XVI. To engage a maximum number of students in the active areas of the program.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) maximum participation by a maximum number of students
 - b) all who have the ability and desire should have the opportunity to develop their potential
 - c) if our program has benefits we ought to provide for as many as possible to take advantage of these benefits
2. Specifying a level of quantity or quality:
No response.
3. Identifying the means by which the objective can be achieved:
 - a) to provide as many people as possible with an opport-

TABLE 12--Continued

- b) encourage students to participate and compete in team sports and interschool sports provide the added incentive to participate
- c) offer a full range of competition

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) participate fully, good attendance at practises
 - b) display comradeship and good sportsmanship qualities
2. Description of important conditions under which the behavior is expected to occur:

No response.

3. How well must student athletes perform to be considered as acceptable performance:

No response.

XVII. To provide the opportunity for socialization.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) to provide the opportunity for students to work together with teammates and to get along socially, also to provide teacher/student relationships
2. Specifying a level of quantity or quality:
 - a) SWOSSA is not here to produce Olympic athletes and is therefore concerned with total development including the social aspects
 - b) students should meet as many teams as possible
3. Identifying the means by which the objective can be achieved:
 - a) have social get togethers after events
 - b) make visiting teams welcome at home
 - c) students should come together in friendship and not just competition
 - d) expose students to other individuals and groups outside his school
 - e) the teacher must remember that he is a teacher first and a coach second so that the ideal of developing students socially is considered
 - f) teachers should communicate to the student that social development is desired
 - g) talk to or even dismiss unsociable athletes if necessary

TABLE 12--Continued

- h) place students in a social environment so they can learn to work with and get along with others
- i) provide the opportunity for an exchange of ideas
- j) increase communication and more competition with other schools
- k) by travel and billeting, many poor kids have never been anywhere, interschool sports gives them a chance to see places and meet people that normally would not happen
- l) expose students to what is going on in different towns and cities
- m) activities should be planned for socializing to occur where athletes stay together and eat together
- n) socialization helps to develop interests beyond interschool sports, a positive aspect as it takes athletes out of their own milieu and expands their scope of social relationships
- o) arrange trips, exhibitions and a social hour after the completion of competition

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) develop as a human being, learn your limitations, self control and self discipline through social interactions in sport
 - b) learn to get along with strangers and meet new friends
 - c) obey and accept as necessary certain rules and regulations
 - d) students should be able to cooperate with and work with a team for a common goal
 - e) become friends with teammates and exhibit the ability to follow a coaches advice, the ability to lead team members or to follow a captain or coach
 - f) students should show involvement in school activities with the ability to make and retain friendships
 - g) don't miss practises to demonstrate responsibility
 - h) develop friendships with students and teachers
 - i) being friendly and sociable with students from other schools at a meet

TABLE 12--Continued

2. Description of important conditions under which the behavior is expected to occur:
 - a) provide the opportunity for students to meet other students and make new friends which prepares students for future encounters with the public outside the school
3. How well must student athletes perform to be considered as acceptable performance:
 - a) once they return to school they should indicate the fun they had by talking of new friends
 - b) few instances of arguments in a game

XVIII. To put less emphasis on interschool sports and more on intramurals..

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) the factor of numbers of students involved is most important to me. The greater number of students that can be encouraged to become physically active, enjoy it and continue this enjoyment into adulthood
 - b) many if not all athletic abilities could be achieved at the intramural level for those students who are not exceptional in sports and a greater number benefit
 - c) this is the most important because I feel that much more emphasis must be placed on carry over sports and intramural activities. Too much money is being spent on too few and select a group
2. Specifying a level of quantity or quality:

No response.
3. Identifying the means by which the objective can be achieved.
 - a) perhaps a better balance needs to be struck at the school level between interschool and intramural sport
 - b) use resources within the school
 - c) decrease interschool schedules
 - d) have elite players coach and referee intramurals
 - e) drop tennis, golf, hockey and football as a start

TABLE 12--Continued

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) enjoy participation without the pressure of excellence in winning, to have fun and feel good
 - b) exhibit a measurable level of athletic ability and sportsmanship
2. Description of important conditions under which the behavior is expected to occur:
No response.
3. How well must the student athletes perform to be considered as acceptable performance:
No response.

XIX. To stimulate all participants to make a contribution to the general educational program.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) the encouragement of student officials, managers, organizers and spectators to contribute their services and talents in the interest of sportsmanship, fair play, appreciation of effort and talent in an acceptable social way.
2. Specifying a level of quantity or quality:
No response.
3. Identifying the means by which the objective can be achieved:
No response.

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
No response.
2. Description of important conditions under which the behavior is expected to occur:
No response.
3. How well must student athletes perform to be considered as acceptable performance:
No response.

TABLE 12--Continued

XX. To stimulate all participants to achieve creditable academic progress as a prerequisite of participation.

A. Operational Definition

1. Identification of the area of activity, in which the accomplishment is to occur:
 - a) do not participate at the expense of getting so involved that you interfere with academics
 - b) for many students interschool sports provides an interest in school and school work
2. Specifying a level of quantity or quality:

No response.
3. Identifying the means by which the objective can be achieved:
 - a) set minimum standards of academic achievement

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) the student athlete must remain aware that athletics is only one vehicle to ride towards being a mature, knowledgeable and responsible person.
 - b) should be a worker in the school
 - c) have a good scholastic standing
2. Description of important conditions under which the behavior is expected to occur:

No response.
3. How well must student athletes perform to be considered as acceptable performance:

No response.

XXI. To improve the health of individuals in the program.

A. Operational Definition

1. Identification of the area of activity, in which the accomplishment is to occur:
 - a) physical, emotional and mental health
2. Specifying a level of quantity or quality:
 - a) evaluate the level of health by fitness testing
3. Identifying the means by which the objective can be achieved:
 - a) interschool athletics makes a real contribution to both physical and mental health. Situations created are true to life, they can readily be transferred to real life.
 - b) by not playing injured athletes.

TABLE 12--Continued

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) the student should develop a sound mind and body with the knowledge that others are as capable as he or she
 - b) should be dedicated and act in a mature manner
 - c) sportsmanship should be shown whether a winner or a loser
 - d) mental health - develop a like for themselves and confidence physically
2. Description of important conditions under which the behavior is expected to occur:
No response.
3. How well must student athletes perform to be considered as acceptable performance:
 - a) the student should improve his fitness and thus his health

XXII. To provide student athletes with the opportunity to continue on to the Olympics.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) Olympic aspiration and excellence in most endeavors challenges the remaining population and stimulates more interest in those endeavors
2. Specifying a level of quantity or quality:
No response.
3. Identifying the means by which the objective can be achieved:
 - a) SWOSSA should reward and advertise results
 - b) in SWOSSA competition, students should be exposed to the activity and initial training as a stepping stone to future opportunities at the Olympics

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) practise constantly and set examples of behavior
 - b) students can illustrate leadership, self discipline and dedication

TABLE 12--Continued

- c) concentrate on training and achieving excellence
2. Description of important conditions under which the behavior is expected to occur:

No response.

3. How well must student athletes perform to be considered as acceptable performance:

No response.

XXIII. To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) activities that are taught and coached outside the schools should not be sponsored by the schools
 - b) why should schools finance these sports when such teams as hockey, golf and curling do not truly represent the schools
2. Specifying a level of quantity or quality:

No response.
3. Identifying the means by which the objective can be achieved:
 - a) make rules that if you belong to an outside team, you can participate on a school team in that sport
 - b) the school should provide activities which the community cannot or does not provide
 - c) we are duplicating efforts made many times by the community such as in curling, tennis, golf, etc and this duplication should no longer be tolerated
 - d) leave the decision as to what should be offered up to the discretion of individual schools

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) students should be involved only in those sports which are not offered within the community
2. Description of important conditions under which the behavior is expected to occur:

No response.
3. How well must student athletes perform to be considered as acceptable performance:

No response.

TABLE 12--Continued

XXIV. To establish a close relationship between the various schools in South Western Ontario.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) SWOSSA is concerned with educational values, its responsibility is to coordinate areas with the same philosophy
2. Specifying a level of quantity or quality:
 - a) a good working relationship
3. Identifying the means by which the objective can be achieved:
 - a) teams from Essex, Kent and Windsor must meet the requirements for membership
 - b) coordination of eligibility rules, schedules and tournaments
 - c) scheduling interlocking games and playoffs including all three areas
 - d) to instill educational values, coaches must be staff members with educational values in mind
 - e) activity convenors and volunteer teachers must work to achieve objectives they implement
 - f) the executive must make policies and the secretary treasurer looks after finance
 - g) requires a central administrative body
 - h) constitution and the handling of protests

B. Behavioral Definition.

No response.

XXV. To increase financial support to member schools.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) SWOSSA should provide more money for the inter-school sports program
2. Specifying a level of quantity or quality:
 - a) when there are sufficient funds for the offering of all desired activities for interschool competition
3. Identifying the means by which the objective can be achieved:
 - a) attempt to control the escalating costs of the program
 - b) charge fees and SWOSSA pay championship fees
 - c) increase fees

TABLE 12--Continued

- d) schedule championships closer to home to decrease costs
- e) billet when travelling
- f) schools reaching OFSAA championships should pay an entry fee
- g) increase funds from the government
- h) increased support from school boards
- i) look to intramurals as an alternative
- j) let community and government programs look after the interschool program
- k) increase financial support rather than student unions raising money

B. Behavioral Definition

No response.

XXVI. To produce a winning team.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is to occur:
 - a) to produce successful teams at the league, SWOSSA, and OFSAA levels
 - b) winning should not be measured in terms of games won but whether the athletes tried their best
2. Specifying a level of quantity or quality:
 - a) successful teams
3. Identifying the means by which the objective can be achieved:
 - a) coaches have a win at all costs attitude
 - b) put pressures on the kids to try out and succeed
 - c) requires longer seasons
 - d) many coaching hours and coaching expertise
 - e) select students from the classroom who have the potential to develop further and put them in the nucleus of a team
 - f) play only the five or six best players even when a team consists of twelve
 - g) requires a coordinative group to promote interschool sports to attain winners to go to the All Ontario level
 - h) provide a framework for winners to participate in playoffs
 - i) determine champions by eliminating competitors

B. Behavioral Definition

1. Specification of the kind of behavior that will be accepted as evidence that the learner has achieved the objective:
 - a) get to the playoffs
2. Description of important conditions under which

TABLE 12--Continued

the behavior is expected to occur:

No response.

- 3.. How well must student athletes perform to be considered as acceptable performance:

a) get to the playoffs

XXVII. To engage a maximum number of students in the administrative areas of the program.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is too occur:

a) get as many managers, assistants, statisticians, score keepers, timers, helpers, officials and judges from within the student body as possible

2. Specifying a level of quantity or quality:

a) as many involved as possible

3. Identifying the means by which the objective can be achieved:

a) give those who want to get involved but are not good enough to make the team an opportunity
b) plan for this and encourage it

B. Behavioral Definition

No response.

XXVIII. To increase discipline by coaches.

A. Operational Definition

1. Identification of the area of activity in which the accomplishment is too occur:

a) SWOSSA coaches must provide leadership, responsibility and discipline

2. Specifying a level of quantity or quality:

No response.

3. Identifying the means by which the objective can be achieved:

a) coaches must exhibit some control over students who get out of hand
b) the coach must set the example
c) by the character and calibre of coaches being hired

B. Behavioral Definition

No response.

FOOTNOTES--CHAPTER IV

¹Statement by Mr. N. A. Beach, personal interview, Toronto, April 14, 1976.

²Constitution of the South Western Ontario Secondary Schools Association as Presented by SWOSSA (Windsor: June 1974), p. 11.

CHAPTER V

CONCLUSIONS, DISCUSSION, RECOMMENDATIONS

The descriptive nature and scope of this investigation poses limitations in the answering of practical and theoretical queries. Yet, this approach may permit speculations as to future directions for OFSAA in the administration of interschool sports as well as for researchers in sports administration.

This study dealt with the initial stages of setting organizational objectives; detecting whether a discrepancy exists between formal and working objectives, establishing priorities and identifying components of operational and behavioral definitions at an intermediate level of generality. The resulting information can serve as the criteria to update the objectives of OFSAA, form the foundations for the additional steps required to establish measurable specific objectives and guide the subsequent aligning of processes to implement the Ontario interschool sports program. In addition, a number of propositions can be posited for future research in a goal-oriented approach to administration.

Conclusions.

From the analysis of the main problem, the conclusion may be drawn that the working objectives of 1975-1976 SWOSSA administrators do not correspond to the formal objectives as devised by OFSAA in conjunction with

the Ministry of Education. Twenty-one alternative objectives were verbalized by SWOSSA administrators in the interview phase of the survey, while reference to the formal objectives accounted for only 3.57% of the total responses. The Chi Square value, which was statistically significant ($p < .001$), permits the rejection of the null hypothesis that: when SWOSSA administrators are asked to verbalize the objectives that they are presently pursuing there will be no significant difference between the frequency of response of formal objectives and the frequency of response of alternative objectives.

The interview findings are substantiated through the analysis of SWOSSA policies statements, decisions made in meetings and financial resource allocation which should theoretically be designed to achieve desired objectives. Of the policy statements and decisions located in the general, bylaw and playing regulation sections of the SWOSSA constitution, and the minutes from SWOSSA meetings, 97.45% were associated with the achievement of alternative objectives. SWOSSA policies tended to emphasize providing an enrichment of athletic participation (17.36%), promoting fair play (17.00%), increasing financial support (15.74%), providing SWOSSA competition as a reward for outstanding achievement (12.04%) and producing a winning team (11.34%). Policies could be associated with only two of the formal objectives; to improve health (1.16%) and to stimulate all participants to achieve creditable academic progress as

a prerequisite of participation (1.39%). With respect to the null hypotheses formulated for administrative policies and decisions, a significant difference ($p < .001$) was detected between the expected and observed frequencies of alternative and formal objectives. This analysis lends support to the conclusion that the working objectives do not correspond to the formal objectives and to the contention of Charles Perrow that the analysis of organizational objectives can occur on two levels. One level is the formally stated objectives that are devised by management while the other level is the set of objectives that group members are pursuing. In addition, the allocation of SWOSSA finances could not be linked to the attainment of the formal objectives.

The assumption underlying MBO and related approaches to administration is that the work efforts of the group must be aligned to the objectives established by management. A discrepancy between formal and working objectives is therefore undesirable. OFSAA along with the Ontario Ministry of Education suggested that if such a discrepancy was found to exist with the objectives for interschool sports, input from SWOSSA administrators would be a valuable source of information for a revision in the formal objectives.

As multi working objectives were uncovered in the analysis of the main problem, the prioritization of these objectives would provide further guidance as to which alternative objectives should be considered as replacements.

The population of SWOSSA administrators were provided with the opportunity to rank the relative importance of the alternative and formal objectives. The general hypothesis was: that for each objective contained in the survey questionnaire there would be no significant difference between the frequencies of response on a five point scale of importance. Of the rankings which were calculated to be significantly different ($p < .05$), the ranking of the following objectives was clustered in the 'Most Important' category:

1. To provide a challenge for the exceptionally skilled athlete.
2. To provide competition between athletes of similar abilities.
3. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.
4. To encourage standards of excellence.
5. To promote fair play.
6. To encourage good sportsmanship.
7. To encourage fun and enjoyment.

To lesser extent, "To provide a learning experience" and "To improve skill" were considered to be of importance.

The remaining alternative and formal objectives were selected as 'Most Important' by less than 20% of the respondents, a portion which was expected on the basis of the null hypotheses. From this evidence, it would appear that the above seven objectives, which were selected by the majority of respondents as 'Most Important', could be considered as replacements for the formal objectives. Not only were SWOSSA administrators pursuing alternative objectives, but many of these statements were subsequently ranked as being

of higher priority than the original formal statements.

The identification and prioritization of objectives does not necessarily ensure that group members will interpret the statements in the intended manner or be aware of the appropriate paths to achieve them. Further clarification can be provided by identifying the role of the organization in attaining the objective and desired student behavior outcomes. In addition to these requirements, the process of defining objectives should move from the general to the specific. The second sub problem of this study was to identify, from the explanation of respondents, the operational and behavioral definitions of the objectives for interschool sports. The raw data from this analysis is contained in Table 12 and a summary of the findings of the objectives deemed 'Most Important' is contained in Chapter IV. Employing both the operational and behavioral analysis models proved to be advantageous as many administrators described the objectives in terms of SWOSSA's organizational responsibilities as well as desired student behaviors. A intermediate level description of the objectives was obtained using this format but the resulting descriptions are not sufficient to enable conclusions regarding measurable objectives. The next step requires the analysis of the quality or quantity factors regarding SWOSSA's role, and identifying how well the student must perform. This can be accomplished by the committees of OFSAA taking on the task of defining

the objectives in terms of each sponsored activity.

Coaches can then formulate objectives for their playing seasons and practices which should contribute to the attainment of the more general objectives. Once objectives are updated, prioritized and clearly defined, organizational processes can be designed to ensure the effective and efficient administration of OFSAA and affiliate associations.

Discussion

The utilization of theoretical premises from the literature in business administration and educational administration can lead to advancements over the past superficial treatment of sports related objectives. In attempting to evolve a general theory of administration, the setting of organizational objectives is common to all organizations and can therefore be included in a framework dealing with the relationship between a number of administrative variables. The processes necessary to achieve objectives and methods of evaluating degrees of success in reaching established objectives could also be incorporated in a skeleton framework.

With reference to the research problems of this study, several questions can be raised to guide future investigations within such a framework. An obvious question deals with the reasons for the detected change between formal and working objectives. The objectives being pursued by SWOSSA administrators do not correspond to the formal objectives and research into a cause-effect

relationship would assist the explanation of such a finding. Based upon the literature a number of sources for change can be considered. A shift in objectives may be correlated to changes in the growth stages of an organization. The inception of OFSAA paralleled a desire for a central body to deal with protests related to an overemphasis on winning. A number of policies and philosophic stands were taken by OFSAA at this time to control for this concern and therefore, one explanation for change is that the original formal objectives, which reflected a concern for undesired effects of an overemphasis on winning such as strain of student athletes health and academics being neglected, have been achieved. The formal objectives were then replaced with objectives regarding SWOSSA role (providing an enrichment program, competitors with similar abilities, providing a challenge) in contributing to the total development of the individual (have a learning experience, play fairly, strive for standards of excellence, have fun and improve skill).

A second cause-effect hypothesis could be related to a deviation between individual and organizational objectives. SWOSSA administrators may not have agreed with the formal objectives and therefore choose to pursue objectives of their own. The participative or 'grass roots' approach to setting objectives was employed in an attempt to integrate personal objectives to organizational purposes. As presented in Chapter I, MBO and related studies have

revealed that participative goal setting improves communication and understanding between organizational members. The individual administrator is more aware of what is expected of him, and contributing an input in decision making will likely increase one's motivation to achieve. Future investigations could test the assumption that participative goal setting will result in the increased accomplishments of interschool sport objectives.

Another source of change is when a means-ends inversion exists. This possibility may not exist as SWOSSA administrators were able to identify their working objectives and the means of attaining them. However, concentration on the means of reaching the formal objectives may have initially lead to the fading of these ends and the subsequent replacement of them by alternative ones.

Misunderstanding of organizational directives due to a lack of clarity of written statements may be a further explanation for an observed discrepancy between formal and written objectives. The formal statements were formulated at an intermediate level of generality without additional operational or behavioral dimensions. Perhaps these statements were not specific enough to guide affiliate members.

The process of establishing intermediate level objectives from general physical education and education

objectives should be further refined with the formulation of specific objectives. The paths to goal attainment can be clarified by defining the intermediate objectives in terms of each activity, playing season and practice. The methodology of establishing whether the specific definitions are linked to intermediate objectives which, should in turn, contribute to the general objectives can be considered in future investigations. Sophistication of evaluative techniques will also aid in the determination of whether the operational and behavioral dimensions as suggested by administrators actually contribute to the attainment of important objectives.

From the comments collected regarding the operational and behavioral definitions, a number of the intermediate objectives appear to be interrelated which suggests the existence of a means-ends hierarchy. Providing competition between athletes of similar abilities was necessary for ~~fast~~ play, and producing a winning team along with encouraging standards of excellence may be related to providing a challenge to the exceptionally skilled student athlete. The identification of a means-ends hierarchy would assist OFSAA by providing progressive steps towards the actualization of high priority objectives.

Objectives may be further analysed within the cognitive, affective and psychomotor domains. If objectives fall into all three domains, it is possible that the total development of students is a prime concern. The desire to

encourage good sportsmanship may be an affective behavioral outcome, to provide a learning experience is related to cognitive development and improving skill lies within the psychomotor domain. An interpretation of this descriptive analysis is that SWOSSA administrators are attempting to direct the interschool program within a total development educational focus. This suggests that although the win loss record is an easily observable outcome, coaches should be concerned with outcomes which are not as simply measured but are most important to the administration of interschool sport. The identification of organizational objectives within an educational taxonomy can provide a guideline to coaches for deciding on appropriate instructional methods, materials and evaluation techniques.

The scope of this investigation was limited to one aspect of educational sport, the interschool program, and to the initial phases of setting objectives. The means of attaining objectives as deduced from policy statements and resource allocation should be directed toward desired end states. A comparison between the objectives deemed most important and the directions indicated from the analysis of SWOSSA policies reveals that present policies are not aligned to the achievement of high priority objectives. To ensure the achievement of these objectives, a means-ends hierarchy should be developed and specific policies can be formulated regarding: to provide a learning experience, to encourage standards of excellence and to

encourage fun and enjoyment. Assessments must be made as to which policies would contribute to these important objectives. This approach of aligning policies to desired ends could be expanded outside the realm of educational sport. Appropriate processes such as leadership styles, communication networks, motivation techniques, decision making, planning and policy formation could be analysed with reference to the range of sports related objectives. The uncovering of such regularities may eventually lead to a scientifically tested management package which would undoubtedly aid the practicing sports administrator.

Recommendations

With reference to the administrative model presented in Chapter I, the course of action for OFSAA to follow involves finishing the processes of setting objectives, aligning management and maintenance processes, and determining appropriate evaluative techniques. Below are some recommendations for OFSAA to consider regarding the administration of interschool programs in Ontario secondary schools.

1. That the formal objectives be replaced by the following alternative objectives.
 - a) To provide a challenge for the exceptionally skilled athlete.
 - b) To provide competition between athletes of similar abilities.
 - c) To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.

- d) To encourage standards of excellence.
- e) To promote fair play.
- f) To encourage good sportsmanship.
- g) To encourage fun and enjoyment.

To provide a learning experience and to improve skill may be given secondary consideration.

2. That OFSAA consider further verification regarding the importance of SWOSSA's working objectives by incorporating an expansion to participative decision making with internal members (other affiliate associations, students) and external members (parents, government officials).
3. That OFSAA activity committees define the objectives as appropriate for each OFSAA sponsored activities and encourage coaches to formulate specific objectives to contribute to the more general ends.
4. That OFSAA align management and maintenance processes to ensure that the objectives will be achieved. An immediate concern is to review present policies.
5. That periodic reviews and evaluations take place to ensure that working objectives correspond to formal objectives.

A considerable amount of research can be conducted using the goal oriented approach to administration. The following recommendations can provide a guide to future research.

1. That cause-effect relationships be established between

the reasons for a discrepancy between formal and working objectives.

- a) displacement
- b) succession
- c) means-ends inversion

2. That the assumption that participative goal setting is related to the accomplishment of interschool objectives be subjected to further analysis.
3. That a methodology be determined to identify the contribution of specific objectives to general objectives.
4. That processes be identified which are most effective and efficient for the achievement of the range of sports related objectives.
5. That further consideration be given to the categorization of objectives into cognitive, affective and psychomotor domains as well as corresponding evaluative techniques.
6. That a means-ends analysis of objectives be conducted to establish a progressive sequence of desired ends.
7. That research into the relationship between administrative variables continue on a reciprocal theory practice relationship.

BIBLIOGRAPHY

A. Books

- American Association of School Administrators. Staff Relations in School Administration. Washington, D. C.: The Association, 1955.
- Barnard, Chester I. The Functions of the Executive. Cambridge: Harvard University Press, 1938.
- Bauer, Raymond, and Kenneth Gergen, Editors. The Study of Policy Formation. New York: The Free Press, 1968.
- Beck, Clive. Educational Philosophy and Theory: An Introduction. Boston: Little, Brown and Company, 1974.
- Blau, P. M., and W. R. Scott. "The Nature and Types of Formal Organizations." Organizations and Human Behavior: Focus on Schools. F. D. Carver and Sergioivanni, Editors. New York: McGraw-Hill Book Co., 1969.
- Bloom, Benjamin S. Taxonomy of Education Objectives. New York: David McKay Co., 1956.
- Bucher, C. A. Administrative Dimensions of Health and Physical Education Programs, Including Athletics. St. Louis: C. V. Mosby, 1971.
- Bucher, C. A., C. A. Koenig, and M. Barnhard. Methods and Materials for Secondary School Physical Education. St. Louis: C. V. Mosby, 1965.
- Carroll, Stephen J., Frank T. Paine, and John B. Miner. The Management Process: Cases and Readings. New York: MacMillan Publishing Co., Inc., 1973.
- Donnelly, James H., James L. Gibson, and John M. Ivancevich. Fundamentals of Management: Functions, Behavior, Models. Texas: Business Publications, 1971.
- Drucker, Peter. The Practice of Management. New York: Harper and Brothers, 1954.

Drucker, Peter. Management. New York: Harper and Row, 1973.

Etzioni, Amitai. Modern Organizations. New Jersey: Prentice-Hall Inc., 1964.

Etzioni, Amitai. Readings on Modern Organizations. New Jersey: Prentice-Hall Inc., 1969.

Filley, Alan, and Robert House. Managerial Process and Organizational Behavior. Illinois: Scott, Foresman and Co., 1969.

Georgopoulou, B. S., and A. S. Tannenbaum. "A Study of Organizational Effectiveness." Readings on Modern Organizations. Amitai Etzioni, Editor. New Jersey: Prentice-Hall Inc., 1969.

Gerhard, Muriel. Effective Teaching Strategies with the Behavioral Outcomes Approach. West Nyack N. Y.: Parker Publishing Co., 1971.

Gronlund, Norman E. Stating Behavioral Objectives for Classroom Instruction. London: Collier-MacMillan, 1970.

Gross, Bertram M. The Managing of Organizations. Volumes I and II. London: Collier-MacMillan, 1964.

Hall, J. T., J. M. Cooper, R. B. Frost, H. Shenk, N. Warren, and R. C. Wiley. Administration: Principles, Theory and Practice with Applications to Physical Education. California: Goodyear Publishing Co., Inc., 1973.

Hicks, G. Herbert. The Management of Organizations: A Systems and Human Resources Approach. Second Edition. New York: McGraw-Hill Book Co., Inc., 1972.

Hinton, Bernard J., and H. J. Reitz. Groups and Organizations. California: Wadsworth Publishing Co., 1971.

Hughes, Charles L. Goal Setting. U. S. A.: American Management Association, 1965.

Humble, J. W. How to Manage By Objectives. U. S. A.: OMACOM, A Division of American Management Associations, 1973.

Kast, Fremont E., and James E. Rosenzweig. Organization and Management: A Systems Approach. Second Edition. New York: McGraw-Hill Inc., 1974.

- Kerlinger, Frederick. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, 1964.
- Koontz, Harold, and Cyril O'Donnell. Management: A Book of Readings. Second Edition. New York: McGraw-Hill Book Co., 1968.
- Koontz, Harold, and Cyril O'Donnell. Principals of Management: An Analysis of Managerial Functions. Fifth Edition. New York: McGraw-Hill Book Co., 1972.
- Krathwohl, D. R., B. S. Bloom, and B. B. Masia. Taxonomy of Educational Objectives; Handbook II: Affective Domain. New York: David McKay Co., Inc., 1964.
- Likert, R. New Patterns of Management. New York: McGraw-Hill Book Co., 1961.
- Lindholm, Charles. "The Science of Muddling Through." Studies in Managerial Process and Organizational Behavior. Turner, Filley and House, Editors. Illinois: Scott, Foresman and Co., 1972.
- Mager, Robert F. Preparing Instructional Objectives. California: Fearon Publishers, 1962.
- Mali, Paul. Managing By Objectives. New York: Wiley-Interscience, 1972.
- March, J. G., and H. A. Simon. Organizations. New York: John Wiley and Sons, 1958.
- McFarland, Dalton. Management Principles and Practices. Fourth Edition. New York: MacMillan Publishing Co., Inc., 1974.
- McGregor, Douglas. The Human Side of Enterprise. New York: McGraw-Hill, 1960.
- Mouly, George J. The Science of Educational Research. New York: American Book Co., 1963.
- Odiorne, George S. Management By Objectives. New York: McGraw-Hill, 1967.
- Perrow, Charles. "Hospitals: Technology, Structure and Goals." Handbook of Organizations. James G. March, Editor. Chicago: Rand McNally and Co., 1965.
- Perrow, Charles. "The Analysis of Goals in Complex Organizations." Reading on Modern Organizations. A. Etzioni, Editor. New Jersey: Prentice Hall, 1969.

- Raven, Bertram H., and J. Rietsema. "The Effects of Varied Clarity of Group Goal and Group Path Upon the Individual and His Relation to the Group." Groups and Organizations. Hinton and Reitz, Editors. California: Wadsworth Publishing, 1971.
- Reddin, W. J. Effective MBO: The 3 - D Method. New York: McGraw-Hill Book Co., 1971.
- Scott, W. Richard. "Field Methods in the Study of Organizations." Handbook of Organizations. James G. March, Editor. Chicago: Rand McNally and Co., 1965.
- Short, George, and Cam Innes. "The Focused Interview as a Tool of Historical Research." Proceedings of the Second Canadian Symposium on the History of Sport and Physical Education. The University of Windsor, 1972.
- Siegel, S. Non-parametric Statistics. New York: McGraw-Hill Book Co., 1956.
- Simon, H. A. "On the Concept of Organizational Goal." Studies in Managerial Process and Organizational Behavior. Turner, Filley and House, Editors. Glenview, Illinois: Scott, Foresman and Co., 1972.
- Spaeth, Marcia J. "Administrative Research in Physical Education and Athletics." Administrative Theory and Practice in Physical Education and Athletics. Zeigler and Spaeth, Editors. Englewood Cliffs: Prentice-Hall, 1975.
- Tosi, Henry, and Stephen Carroll. Management By Objectives: Applications and Research. New York: The MacMillan Co., 1973.
- Tosi, H. L., J. R. Rizzo, and S. J. Carroll. "Setting Goals in Management by Objectives." Studies in Managerial Process and Organizational Behavior. Turner, Filley and House, Editors. Illinois: Scott, Foresman and Co., 1972.
- Turner, J. H., A. C. Filley, and R. J. House, Editors. Studies in Managerial Process and Organizational Behavior. Illinois: Scott, Foresman and Co., 1972.
- Voltmer, E. F., and A. A. Esslinger. The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, 1967.

Webber, Ross A. Management. Illinois: Richard D. Irwin Inc., 1975.

Zeigler, E. F., and M. J. Spaeth, Editors. Administrative Theory and Practice in Physical Education and Athletics. New Jersey: Prentice-Hall, 1975.

Zeigler, E. F., M. J. Spaeth, and G. Paton. "Theory and Research in the Administration of Physical Education." Administrative Theory and Practice in Physical Education and Athletics. Zeigler and Spaeth, Editors. Englewood Cliffs: Prentice-Hall, 1975.

B. Periodicals

Baley, James A. "Physical Education and Athletics Belong Together," The Physical Educator 23, 2 (May, 1966).

Brown, Arthur. "The Case for Uncommon Goals in Education," The Elementary School Journal 75, 5 (February, 1974).

Bryan, J. F., and E. A. Locke. "Goal Setting As a Means of Increasing Motivation," Journal of Applied Psychology 51, 1967.

Carroll, Stephen J., and Henry S. Tosi. "Goal Characteristics and Personality Factors in a Management-by-Objectives Program," Administrative Science Quarterly 15, 1970.

Child, John. "Managerial and Organizational Factors Associated with Company Performance," The Journal of Management Science 11, 3 (October, 1974).

Clein, Marvin I., and William J. Stone. "Physical Education and the Classification of Educational Objectives: Psychomotor Domain," The Physical Educator 27, 1 (March, 1970).

Colwell, C. C., A. S. Daniels, and H. E. Henry. "Purposes in Physical Education as Evaluated by Participants, Physical Education Supervisors, and Educational Administrators," Research Quarterly 22, 1951.

England, George E. "Organizational Goals and Expected Behavior of American Managers," Academy of Management Journal 10, 1, 1967.

Etzioni, Amitai. "Two Approaches to Organizational Analysis: A Critique and A Suggestion," Administrative Science Quarterly 5, 1960-1961.

- Gervin, Ronald. "Play Hard to Win -- To Gain Educational Objectives," The Physical Educator 26, 1 (March, 1969).
- Getzels, J. W. "A Psycho-Sociological Framework for the Study of Educational Administration," The Harvard Review 24, 4 (Fall, 1952).
- Gordon, P. J. "Transcend the Current Debate on Administrative Theory," Hospital Administration 11 (Spring 1966).
- Griffiths, D. E., and L. Iannoccone. "Administrative Theory, Relationships and Preparation," Review of Educational Research 28, 4 (October, 1958).
- Ivancevich, J. M. "Changes in Performance in a MBO Program," Administrative Science Quarterly 19 (October, 1974).
- Ivancevich, J. M., J. H. Donnelly, and H. L. Lyon. "A Study of the Impact of Management by Objectives on Perceived Need Satisfaction," Personnel Psychology 23 (Summer, 1970).
- Jamieson, Bruce D. "Behavioral Problems with Management By Objectives," Academy of Management Journal 16, 3, 1973.
- Kates, Peat, Marwick and Company. Education Newsletter (Toronto, March 1970).
- Krathwohl, David R. "Stating Objectives Appropriately for Program, for Curriculum, and for Instructional Materials Development," The Journal of Teacher Education 16 (March, 1965).
- Lawrence, L. C., and P. C. Smith. "Group Decision and Employee Participation," Journal of Applied Psychology 39, 1955.
- Lipp, W. W. "Pupil Objectives in High School Physical Education," Research Quarterly 4, 1933.
- Litchfield, Edward H. "Notes on a General Theory of Administration," Administrative Science Quarterly 1, No. 7 (June, 1956).
- Locke, E. A., and J. F. Bryan. "Performance Goals as Determinants of Level of Performance and Boredom," Journal of Applied Psychology 51, 1967.
- Love, S. F. "Resource Allocation By The Delphi Decision Process," Optimum 6, 1, 1975.

- McCaskey, Michael. "A Contingency Approach to Planning: Planning with Goals and Planning Without Goals," Academy of Management Journal 17, 2 (June, 1974).
- Melograno, Vincent J. "Evaluating Affective Objectives in Physical Education," The Physical Educator 31, 1 (March, 1974).
- Merton, R. K., and P. L. Kendall. "The Focused Interview," American Journal of Sociology (May, 1946).
- Meyer, Herbert, Emanuel Kay, and John French. "Split Roles in Performance Appraisal," Harvard Business Review 43 (January-February, 1965).
- Moriarty, R., and J. Duthie. "Sports Institute for Research/Change Agent Research: SIR/CAR," Canadian Association for Health, Physical Education and Recreation Journal 40 (March-April, 1974).
- Moriarty, R., J. Duthie, and M. Rajab. "Change Agent Research: Combining Organizational Development and Organizational Research (CAR:OD+OR)," Management by Objectives 4, 4 (May, 1975).
- O'Donnell, Cyril. "Planning Objectives," California Management Review 4, 2 (Winter, 1963).
- Ojimann, Ralph H. "Should Educational Objectives be Stated in Behavioral Terms," The Elementary School Journal 68, 5 (February, 1968).
- Raia, Anthony P. "Goal Setting and Self Control," Journal of Management Studies 2 (September, 1965).
- Raia, Anthony P. "A Second Look at Management Goals and Controls," California Management Review 8 (Summer, 1966).
- Segsworth, R. V. "Models of the Policy Making Process: An Evaluation," Optimum 5, 3, 1974.
- Shetty, Y. Krishna, and Howard M. Carlisle. "Organizational Correlates of a Management by Objectives Program," Academy of Management Journal 17, 1 (March, 1974).
- Stake, Robert E. "Objectives, Priorities and Other Judgement Data," Review of Educational Research 40, 2, 1970.
- Stedry, A. G., and E. Kay. "The Effect of Goal Difficulty on Performance: A Field Experiment," Behavioral Science 11, 1960.

Tansik, David A. "Influences of Organizational Goal Structures Upon Participant Evaluations," Academy of Management Journal 16, 1973.

Van de Ven, Andrew H., and Andre L. Delbecq. "The Effectiveness of Nominal, Delphi, and Interacting Group Decision Making Processes," Academy of Management Journal 17, 4 (December, 1974).

Walton, John. "The Theoretical Study of Educational Administration," The Harvard Educational Review 25 (Summer, 1955).

Warner, W. K., and A. E. Havens. "Goal Displacement and the Intangibility of Organizational Goals," Administrative Science Quarterly 12, 4 (March, 1968).

Wickens, J. D. "Management by Objectives: An Appraisal," Journal of Management Studies 5, 1968.

C. Theses and Dissertations

Holman, Marge. "Change Agent Research As A Tool For The Study of Parental Roles in Little League Baseball." Master's thesis, Wayne State University, 1973.

Hunter, M. D. "A Dictionary for Physical Educators." Ph.D. dissertation, Indiana University, 1966..

D. Unpublished Research Reports

Simpson, Elizabeth Jane. The Classification of Educational Objectives, Psychomotor Domain. University of Illinois, 1966.

Sports Institute for Research. A SIR/CAR Study on District 5 Little League Baseball. Moriarty, Richard J., and James H. Duthie, Coordinators. The University of Windsor, 1974.

E. Government Documents

Ontario Department of Education. Physical Education Branch. Statement to the Ontario Federation of School Athletic Associations, December, 1952.

Ontario Ministry of Education. Physical and Health Education, 1975.

Ontario Ministry of Education. Secondary School Diploma Requirements. Circular H. S. 1, 1975-1976.

Provincial Committee on Aims and Objectives of Education
in the Schools of Ontario. Living and Learning.
(Toronto: The Newton Publishing Co., 1968).

United Nations. Educational, Scientific and Cultural
Organization. Learning to Be. 1972.

F. OFSAA Reports

Ontario Federation of School Athletic Associations.
A Report on a Workshop in Interscholar Athletics
(30 August, 1952).

Ontario Federation of School Athletic Associations.
A Report of a Special Meeting of OFSAA
(30 December, 1952).

Ontario Teacher's Federation. Let's Talk It Over: Eight
Problems in Physical and Health Education in the
Elementary and Secondary Schools of the Province
of Ontario (1952).

Ontario Federation of School Athletic Associations and
the Department of Education, Health and Physical
Education Branch. A Brief Appraisal of OFSAA
1952-1957, Background Information for COSSA
(1957).

Ontario Federation of School Athletic Associations (OFSAA).
Scope of Activities of OFSAA (July, 1972).

Ontario Federation of School Athletic Associations.
OFSAA Bulletin No. 1 (September, 1975).

Ontario Federation of School Athletic Associations.
OFSAA Bulletin No. 4 (January, 1976).

Ontario Federation of School Athletic Associations.
OFSAA Bulletin No. 5 (February, 1976).

Ontario Federation of School Athletic Associations.
OFSAA Bulletin No. 6 (March, 1976).

G. Minutes and Constitutions

Minutes of the South Western Ontario Secondary Schools
Association. 1975.

South Western Ontario Secondary Schools Association.
Constitution as Presented by SWOSSA, (June, 1974).

Ontario Federation of School Athletic Associations.
Constitution, (September, 1974).

H. Personal Interviews

Statement by N. A. Beach. Toronto, 14 April, 1976.

Statement by Ted Emmerson. Windsor, 7 September, 1975.

Statement by Helen Gurney. Windsor, 6 September, 1975.

APPENDIX A

CODE FOR PLAYERS

1. Play the game for the game's sake.
2. Be generous in winning.
3. Be graceful in losing.
4. Be fair at all times, no matter what the cost.
5. Be obedient to the rules.
6. Work for the good of the team.
7. Accept gracefully the decision of the officials.
8. Believe in the honesty of your opponents.
9. Conduct yourself, at all times, with honor and dignity.
10. Recognize and applaud honestly and wholeheartedly the efforts of your teammates or opponents regardless of color, creed or race.

CODE FOR COACHES

1. The game is a game for happiness.
2. The rules of the game are to be regarded as mutual agreements, the spirit or letter of which no one should try to evade or break.
3. Visiting teams and spectators are the honored guests.
4. No advantages, except those of superior skill, are to be sought over others.
5. Officials and opponents are to be regarded and treated as honest in intention.
6. Decisions of officials, no matter how unfair they may seem, are to be accepted without outward appearance of vexation.
7. To win is always desirable. But to win, at any cost, defeats the purpose of the game.
8. Losing can be a triumph when the best has been given.
9. The greatest good to the greatest number is the ideal.
10. The Golden Rule in sport is to treat other persons as you, yourself, would like to be treated.



DEPARTMENT OF EDUCATION

DESIRABLE PRACTICES IN DEVELOPING AN INTERSCHOOL ATHLETIC PROGRAMME

1. OBJECTIVES

- (a) To contribute toward the improvement of the health, fitness and general welfare of all individuals taking part in the programme.
- (b) To engage a maximum number of students in both the administrative and active areas of the programme.
- (c) To stimulate all participants to achieve creditable academic progress and to make a contribution to the general educational programme of the school, as a prerequisite of participation.

2. ORGANIZATION

- (a) Academic time should be protected; mid-week games should be minimized. All participants should always reach home by midnight.
- (b) Competitors should play on one team in one sport during one playing season, and the maximum number of games played by any one team should be controlled.
- (c) Post-season and charity events should be avoided, as should participation in selecting all-star individuals or teams.

3. SUPERVISION

- (a) The Principal or his authorized representatives should be on hand to supervise all competitors and all spectators at all times.
- (b) Assuming that only teachers with the highest ideals are to be employed, all coaches should be regular members of the teaching staff.
- (c) Assuming that all individual and group behaviour should uphold the highest ideals of the school, any delinquencies should be brought to the attention of the school for necessary action.

4. TRAVEL

- (a) When transportation is necessary, first consideration should be given to using licensed commercial vehicles. Private vehicles should never be used unless adequate insurance is carried.
- (b) When competitors must be away overnight, billets with host-team players should be provided and accepted.
- (c) When unfavourable conditions require postponement of a contest, the home team should notify the visiting school not later than three hours before the departure of its team.

5. PROTECTION

- (a) Each competitor should have a medical examination prior to a sports season. A doctor should be on hand or readily available at all interschool contests.
- (b) A first charge on the budget for interschool athletics should be the provision of sufficient funds for adequate protection equipment.
- (c) Each coach should satisfy himself that all players are covered by an accident insurance policy. Each principal should satisfy himself that his school and all its agents have adequate legal liability insurance coverage.

A BROCHURE ON HOW TO IMPLEMENT THESE DESIRABLE PRACTICES MAY BE OBTAINED FROM:
THE DEPARTMENT OF EDUCATION,
PHYSICAL EDUCATION BRANCH

559 Jarvis Street,
Toronto, Ontario.

OR
ONTARIO FEDERATION OF SCHOOL
ATHLETIC ASSOCIATIONS

J. S. Rivers
Chief Director of Education.

APPENDIX C

LETTER OF PURPOSE

DEAR S.W.O.S.S.A. MEMBER:

A random sample of thirty S.W.O.S.S.A. members including principals, boys' department heads, girls' department heads or representatives, activity convenors, and S.W.O.S.S.A. Directors were interviewed to determine the present working objectives of S.W.O.S.S.A. secondary school interschool sports programs.

The purpose of this questionnaire is to identify the priorities of these objectives as identified by you, the S.W.O.S.S.A. member, whose efforts make the program possible. O.F.S.A.A. and the Ministry of Education have expressed a desire to update their objectives to guide interschool sports programs based on your response (O.F.S.A.A. Bulletin, No. 1, Sept. 1975). Therefore, it is imperative that all Essex, Kent, and Windsor representatives fill out and return this questionnaire so that the results will adequately represent your feelings.

This questionnaire will only take a few minutes of your time. Please answer both Part 1 and Part 2 and either return the questionnaire at the S.W.O.S.S.A. Annual Meeting or mail it in by June 12, 1976. Please do not sign your name as all responses will be kept confidential.

Your response will be greatly appreciated!

Sincerely,

Wendy Price
Graduate Student
Faculty of Human Kinetic
University of Windsor.

CHECK APPROPRIATE SPACE(S) FOR YOUR ROLE:

___ Board of Directors, ___ Principal, ___ Boys' Department Head, ___ Girls' Department Head or Rep
 ___ Activity*Convenor.

CHECK SPACE ACCORDING TO YOUR ASSOCIATION:

___ Essex, ___ Kent, ___ Windsor.

PLEASE READ THE FOLLOWING LIST OF OBJECTIVES FOR INTERSCHOOL SPORTS PROGRAMS. CHECK EACH OBJECTIVE ONCE ACCORDING TO THE PRIORITY OF THE OBJECTIVE FOR S.W.O.S.S.A. AND ITS AFFILIATES BASED ON PRESENT FINANCIAL AND HUMAN RESOURCE CONTRAINTS. CHECK THE 'MOST IMPORTANT' SPACE FOR THE MOST IMPORTANT OBJECTIVES, THE 'HIGH IMPORTANCE' SPACE FOR OBJECTIVES WITH HIGH IMPORTANCE AND SO ON. *NOTE: There may be more than one 'most important' objective.

*NOTE: Interschool sports only!

STATEMENT OF OBJECTIVE:

RELATIVE IMPORTANCE
 MOST HIGH SOME LOW LEAST

1. To provide an enrichment program of athletic participation beyond the regular classroom for the exceptionally skilled student athlete.
2. To improve the health of individuals in the program.
3. To provide the opportunity for socialization.
4. To increase financial support to member schools.
5. To encourage fun and enjoyment.
6. To improve the fitness of individuals in the program.
7. To provide competition between student athletes with similar abilities..
8. To provide a challenge for the exceptionally skilled athlete.
9. To improve the general welfare of individuals in the program.
10. To promote the interest of all students in interschool sports.
11. To promote fair play..
12. To provide S.W.O.S.S.A. competition as a reward for outstanding achievement at the league level.
13. To engage a maximum number of students in the administrative areas of the program.
14. To establish a close relationship between the various schools in S.W. Ontario.
15. To provide competition for the highly skilled student athlete only if competition is not available in the community and elsewhere.
16. To engage a maximum number of students in the active areas of the program.
17. To increase discipline by coaches.
18. To produce a winning team.
19. To improve the skill level of participants.
20. To stimulate all participants to achieve creditable academic progress as a prerequisite of participation.
21. To encourage good sportsmanship.
22. To prepare participants emotionally for later life.
23. To put less emphasis on interschool competition and more on intramurals.
24. To stimulate all participants to make a contribution to the general educational program.
25. To provide student athletes with the opportunity to continue on to the Olympics.
26. To prepare student athletes physically so that they will continue to participate in life time activities.
27. To provide a learning experience for the student athlete.
28. To encourage standards of excellence.

APPENDIX D CON'T

PART 2

CHECK APPROPRIATE SPACE(S) FOR YOUR ROLE:

— Board of Directors, — Principal, — Boys' Department Head, — Girls' Department Head or Reg
— Activity Convenor.

CHECK APPROPRIATE SPACE ACCORDING TO YOUR ASSOCIATION:

— Essex, — Kent, — Windsor.

SELECT ONLY THOSE OBJECTIVES WHICH YOU MARKED AS 'MOST IMPORTANT' in PART 1 AND PLACE THE
NUMBER OF THAT OBJECTIVE IN THE SPACE PROVIDED..

THEN BRIEFLY ANSWER THE NEXT THREE QUESTIONS UNDER THAT OBJECTIVE. REPEAT THIS SEQUENCE FOR THE
OTHER OBJECTIVES THAT YOU SELECTED AS 'MOST IMPORTANT':

I selected objective no. _____ as a 'most important' in Part 1.

1. What does this objective mean to you?
2. How should a student or S.W.O.S.S.A. behave to signify that this objective has been achieved?
3. Which level of competition is necessary for this objective to be achieved?
 - a). your school _____ b). with another school _____ c). within your league _____
 - d). within S.W.O.S.S.A. _____ e). within O.P.S.A.A. _____

I selected objective no. _____ as a 'most important' in Part 1.

1. What does this objective mean to you?
2. How should a student or S.W.O.S.S.A. behave to signify that this objective has been achieved?
3. Which level of competition is necessary for this objective to be achieved?
 - a). your school _____ b). with another school _____ c). within your league _____
 - d). within S.W.O.S.S.A. _____ e). within O.P.S.A.A. _____

I selected objective no. _____ as a 'most important' in Part 1.

1. What does this objective mean to you?
2. How should a student or S.W.O.S.S.A. behave to signify that this objective has been achieved?
3. Which level of competition is necessary for this objective to be achieved?
 - a). your school _____ b). with another school _____ c). within your league _____
 - d). within S.W.O.S.S.A. _____ e). within O.P.S.A.A. _____

I selected objective no. _____ as a 'most important' in Part 1.

1. What does this objective mean to you?
2. How should a student or S.W.O.S.S.A. behave to signify that this objective has been achieved?
3. Which level of competition is necessary for this objective to be achieved?
 - a). your school _____ b). with another school _____ c). within your league _____
 - d). within S.W.O.S.S.A. _____ e). within O.P.S.A.A. _____

• APPENDIX E
APPOINTMENT SCHEDULE

Interview

- Appointments: - phone call to subject.
- give name, student from University of Windsor, conducting a study on the present working objectives of SWOSSA interschool sports program.
 - could you spare ten (10) to fifteen (15) minutes for an interview on this topic?
 - negotiate a mutually convenient time during the day and which day of the week.
 - where do I go to meet subject (ie. main office, staff lounge).

APPENDIX E₁

INTERVIEW DATA CODE SHEETS FOR EACH SUBJECT

1. Name of Subject: _____
2. Role of Subject:
 - a) Role in SOWSSA: _____
 - b) Role in School: _____
3. Name of School: _____
4. League Association: _____
5. Location of Interview: _____
6. Date and Time of Interview: _____

Analysis from Audio Tape:

1. Q₁: Comment on the present working objectives of SWOSSA interschool sports programs.
 A₁: _____
2. Q₂: Am I interpreting your response correctly that _____ are the working objectives for SWOSSA interschool sports programs? Would you care to add to, delete or modify my interpretation of your response?
 A₂: _____
3. Q₃: What is the role of SWOSSA in attaining this objective?
 - a) area of activity
 - b) level of achievement
 - c) means of attaining
 A₃: _____
4. Q₄: How should a student athlete behave to signify that this objective (state objective) has been achieved? (repeat for each objective given in A₁)
 - a) desired behavior
 - b) important conditions
 - c) minimum level of acceptable performance
 A₄: _____

APPENDIX E₂
TRANSCRIPTION OF INTERVIEW DATA ON CODE SHEETS
TO FILE CARDS FOR EACH OBJECTIVE

1. Statement of Objective: _____

2. Formal _____ or Alternative _____
3. Role of Respondants:
Girls D. H. _____, Boys D. H. _____, Convenor _____,
Principal _____, Officer _____, Bd. of Directors _____
4. Association: WSSA _____, KCSSA _____, ECSSA _____
5. What is the role of SWOSSA in attaining this objective?
 - a) area of activity: _____

 - b) level of achievement: _____

 - c) means of attaining: _____

6. How should a student athlete behave to signify that this objective (state objective) has been achieved?
 - a) desired behavior: _____

 - b) important conditions: _____

 - c) minimum level of acceptable performance: _____

APPENDIX E₃

MASTER CARD:
 FREQUENCY OF OBJECTIVES
 FROM INTERVIEW DATA

Statement of Formal Objective	f of Response
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
Subtotal: Number of Formal Objectives (7)	_____

Statement of Alternative Objective	f of Response
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____
13. _____	_____
14. _____	_____
15. _____	_____
16. _____	_____
17. _____	_____
18. _____	_____
19. _____	_____
20. _____	_____
21. _____	_____
Subtotal: Number of Alternative Objectives (21)	_____

APPENDIX F

TRANSCRIPTION OF POLICY DATA
ONTO FILE CARDS

1. Statement of the Objective: _____

2. Formal _____ or Alternative _____.
3. Policy Statement: _____

Source of Policy Statement:

- a) Constitution: Bylaws _____, Playing Regulations _____
- b) Minutes: _____
- c) Budget: _____

(Note: If more than one policy statement, repeat #3.)

APPENDIX F₁

MASTER CARD:

FREQUENCY OF POLICY STATEMENTS
REGARDING WORKING OBJECTIVES

	Statement of Formal Objective	f of Response
1.	_____	_____
2.	_____	_____
.		
.		
7.	_____	_____
Subtotal: Number of Formal Objectives (7)		_____

	Statement of Alternative Objective	f of Response
1.	_____	_____
2.	_____	_____
.		
.		
21.	_____	_____
Subtotal: Number of Alternative Objectives (21)		_____

APPENDIX G

SPSS COMPUTER PROGRAM

STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSM - VERSION 6.01

08/10/76

PAGE

SPACE ALLOCATION FOR THIS RUN..

TOTAL AMOUNT REQUESTED 80000 BYTES

DEFAULT TRANSACE ALLOCATION 10000 BYTES

MAX NO OF TRANSFORMATIONS PERMITTED 100
 MAX NO OF RECODE VALUES 400
 MAX NO OF ARITHM. OR LOG. OPERATIONS 600

RESULTING WORKSPACE ALLOCATION 70000 BYTES

RUN NAME SWUSSA STUDY
 VARIABLE LIST V1 TO V53
 INPUT MEDIUM TAPE
 N OF CASES UNKNOWN
 INPUT FORMAT FIXED(30F10.0,25F2.0,3F2.0)

ACCORDING TO YOUR INPUT FORMAT, VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
V1	F 1.0	1	1
V2	F 1.0	1	2
V3	F 1.0	1	3
V4	F 1.0	1	4
V5	F 1.0	1	5
V6	F 1.0	1	6
V7	F 1.0	1	7
V8	F 1.0	1	8
V9	F 1.0	1	9
V10	F 1.0	1	10
V11	F 1.0	1	11
V12	F 1.0	1	12
V13	F 1.0	1	13
V14	F 1.0	1	14
V15	F 1.0	1	15
V16	F 1.0	1	16
V17	F 1.0	1	17
V18	F 1.0	1	18
V19	F 1.0	1	19
V20	F 1.0	1	20
V21	F 1.0	1	21
V22	F 1.0	1	22
V23	F 1.0	1	23
V24	F 1.0	1	24
V25	F 1.0	1	25
V26	F 1.0	1	26
V27	F 1.0	1	27
V28	F 1.0	1	28
V29	F 1.0	1	29
V30	F 1.0	1	30
V31	F 1.0	1	31
V32	F 1.0	1	32
V33	F 1.0	1	33
V34	F 1.0	1	34
V35	F 1.0	1	35
V36	F 1.0	1	36
V37	F 1.0	1	37
V38	F 1.0	1	38
V39	F 1.0	1	39
V40	F 1.0	1	40
V41	F 1.0	1	41
V42	F 1.0	1	42
V43	F 1.0	1	43

220 APPENDIX G CON'T

SWOSSA STUDY

08/10/76

PAGE

ACCORDING TO YOUR INPUT FORMAT. VARIABLES ARE TO BE READ AS FOLLOWS

VARIABLE	FORMAT	RECORD	COLUMNS
V44	F 2.0	1	57- 58
V45	F 2.0	1	59- 60
V46	F 2.0	1	61- 62
V47	F 2.0	1	63- 64
V48	F 2.0	1	65- 66
V49	F 2.0	1	67- 68
V50	F 2.0	1	69- 70
V51	F 2.0	1	71- 72
V52	F 2.0	1	73- 74
V53	F 2.0	1	75- 76
V54	F 2.0	1	77- 78
V55	F 2.0	1	79- 80
V56	F 2.0	1	1- 2
V57	F 2.0	1	3- 4
V58	F 2.0	1	5- 6

THE INPUT FORMAT PROVIDES FOR 58 VARIABLES. 58 WILL BE READ IT PROVIDES FOR 2 RECORDS ('CARDS') PER CASE. A MAXIMUM OF 80 'COLUMNS' ARE USED ON A RECORD.

VAR LABELS

V1. ROLE /
V2. ASSOCIATION /
V3. ENRICHMENT PROGRAM /
V4. IMPROVE HEALTH F /
V5. SOCIALIZATION /
V6. INCREASE FINANCES /
V7. FUN AND ENJOYMENT /
V8. IMPROVE FITNESS F /
V9. SIMILAR ABILITIES /
V10. PROVIDE A CHALLENGE /
V11. IMPROVE GENERAL WELFARE F /
V12. PROMOTE INTEREST /
V13. FAIR PLAY /
V14. REWARD FOR ACHIEVEMENT /
V15. MAX NO IN ACTIVE AREAS F /
V16. CLOSE RELATIONSHIP /
V17. IF NOT AVAILABLE /
V18. MAX NO IN ADMINISTRATION F /
V19. INCREASE DISCIPLINE /
V20. WINNING TEAM /
V21. IMPROVE SKILL /
V22. ACADEMIC PROGRESS F /
V23. GOOD SPORTSMANSHIP /
V24. PREPARE EMOTIONALLY /
V25. MORE ON INTRAMURALS /
V26. CONTRIBUTION TO EDUCATION F /
V27. OLYMPICS /
V28. LIFE TIME ACTIVITIES /
V29. LEARNING EXPERIENCE /
V30. STANDARDS OF EXCELLENCE /
V31. LEVEL FOR ENRICHMENT /
V32. LEVEL FOR HEALTH /
V33. LEVEL FOR SCC /
V34. LEVEL FOR FINANCE /
V35. LEVEL FOR FUNO /
V36. LEVEL FOR FITNESS /
V37. LEVEL FOR SIMILAR ABILITIES /
V38. LEVEL FOR A CHALLENGE /
V39. LEVEL FOR WELFARE /
V40. LEVEL FOR INTEREST /
V41. LEVEL FOR FAIR PLAY /
V42. LEVEL FOR REWARD /
V43. LEVEL FOR MAX NO /
V44. LEVEL FOR CLOSE RELAT /
V45. LEVEL MAX NO ADMIN /
V46. LEVEL FOR DISCIPLINE /
V47. LEVEL FOR WINNING /
V48. LEVEL FOR SKILL /
V49. LEVEL FOR ACADEMICS /
V50. LEVEL FOR ACADEMICS /

SWOSSA STUDY

08/10/76

PAGE

VALUE LABEL

V51. LEVEL FOR SPORTSMANSHIP /
V52. LEVEL FOR EMOTIONS /
V53. LEVEL FOR INTRAMURALS /
V54. LEVEL FOR TO CONTRIB TO ED /
V55. LEVEL FOR OLYMPICS /
V56. LEVEL FOR LT ACTIVITIES /
V57. LEVEL FOR LEARNING EXPERIENCE /
V58. LEVEL FOR EXCELLENCE /
V1 (1) RD (2) PRINCIPAL (3) BOYS OH (4) GIRLS OH (5) CONVENOR
(6) BOYS OH AND CONVENOR (7) GIRLS OH AND CONVENOR
(8) OFFICER AND PRINCIPAL /
V2 (1) ECSSA (2) KCSSA (3) WSSA (4) U OF WINDSOR AND ST CLAIR /
V3 TO V30 (1) MOST IMPORTANT (2) HIGH IMPORTANCE
(3) SOME IMPORTANCE (4) LOW IMPORTANCE (5) LEAST IMPORTANT /
V31 TO V58 (1) YOUR SCHOOL A (2) ANOTHER SCHOOL B (3) LEAGUE C
(4) SWOSSA D (5) OFSAA E (6) AB (7) ARC (8) ARCD (9) ARCDF
(10) RC (11) RCD (12) RCDE (13) CD (14) CDE (15) DE /

MISSING VALUES V1 TO V58 ()
FREQUENCIES GENERAL ALL
STATISTICS 3.4.7.10.11
OPTIONS 3.6.8.9

GIVEN SPACE ALLWS FOR 6976 TOTAL VALUES AND 697 LABELED VALUES PER VARIABLE FOR 'FREQUENCIES'

READ INPLT- DATA

AFTER READING 81 CASES FROM SUBFILE NNAME . END OF FILE WAS ENCOUNTERED ON LOGICAL UNIT # 8

VITA AUCTORIS

Name: Wendy Mae Price

BIOGRAPHICAL DATA

Place and Date of Birth: Edmonton, Alberta
November 11, 1952

Education: B.P.E. University of Alberta
1974
M.H.K. University of Windsor
1977

TEACHING EXPERIENCE

1974-76 Teaching Assistant
University of Windsor
Windsor, Ontario

HONOURS AND AWARDS

1974-76 University of Windsor
Graduate Scholarship

PROFESSIONAL EXPERIENCE

1976-77 Special Lecturer
Department of Physical Education
University of Regina
Regina, Saskatchewan
